

Childhood Education

**What To Do
About Our Limitations**

March 1953

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For Those
Concerned With
Children 2-12

To Stimulate Thinking
Rather Than
Advocate Fixed Practice

1952-53: The Challenge
of Today's Children

Childhood Education

Next Month—

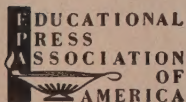
The topic for April "On Being a Friend" has inspired some outstanding articles led off by an editorial by Agnes Snyder. The ingredients of friendship are given by Elizabeth Neterer in the article "On Being a Friend."

Parents as well as teachers will be interested in Bernice Milburn Moore's "Friends in the Family"; "A Parents' Workshop" by Marguerite Rudolph; and "What is There to Do?" by Agnes L. Moon.

John T. Robinson discusses the importance of friends to children. Emil Nyman has prepared an article on the "Friend at School."

The second section considers "Physical Education in the Program" by Helen Fahey, and "An Approach to Rhythms for Children" by Esther Morgan and Hazel Grubbs.

News and reviews bring information on happenings and materials.



REPRINTS — Orders for reprints (no less than 50) from this issue must be received by the Graphic Arts Press, 914 20th Street, N. W., Washington 6, D. C., by the fifteenth of the month.

CONTENTS FOR MARCH 1953

Volume 29

Number 7

EDITORIAL

A Burden or a Challenge? *Constance Carr* 299

FEATURE ARTICLES

How and When We Grow As Adults *Carroll Carlson* 300

A Four-Way Approach to the World Today
..... *Margaret Cormack* 303

The Independent School—A Public Resource
..... *John J. Brooks* 307

Dear Diary—
From Day to Day *Mary I. Carney* 309

Thoughts, Comments, and Discoveries *Hazel-Lou Pryde* 310

How to Identify the Gifted *Paul Witty* 312

"What Means Enrichment, Dad?" *Bernard Haake* 317

Some Implications from Research in Arithmetic
..... *Lorraine Sherer* 320

The Child in a World of Number *William E. Martin* 325

What Do Numbers Mean to Us? *Emma N. Plank* 327

NEWS AND REVIEWS

News Here and There *Frances Hamilton* 331

ACEI Materials Abroad *Mamie W. Heinz* 334

Books for Children *Vera Petersen* 336

Books for Teachers *Winifred E. Bain and Marie T. Cotter* 342

Films Seen and Liked *ACEI Film Review Centers* 347

Over the Editor's Desk 352

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We can judge our limitations one by one
in the light of how they affect children.

Courtesy, Chicago Public Schools

A Burden or a Challenge?

MUCH IS BEING SAID ABOUT KNOWING CHILDREN, ACCEPTING THEM where they are, and helping them to grow. But let's take a little time to consider what it means to *know* ourselves and to accept what we know.

In this issue Dr. Carlson has written on recognizing and constructively attacking our personal and individual needs as human beings. But people working with children often face a feeling of inadequacy over their abilities to do all that seems to be needed. The list of abilities for the ideal teacher is frightening.

As we face a self-evaluation session—and it can be dangerous—we can take what we find as a burden or as a challenge. Our personal limitations need not be blocks or boundaries. What we need is intelligent recognition of what we can't do paralleled by a knowledge of what we can do, and most important of all where we are going.

Since we are working with children either directly or indirectly, we do have guides to our goals. We can judge our limitations one by one in light of how they affect children. Then choices of ways and means to circumvent the barriers may be sought so that goals in terms of the needs of children may be sought.

A primary teacher of my acquaintance feels a real inadequacy when it comes to manual skills—she cannot draw a horse, child, or cat, with any representation of the real thing. She realizes now that this is a mixed blessing in her work—for she is never tempted to draw a model for a child, she can appreciate feeble attempts of any child, and she is appreciative of color and line in design.

As we gain new understandings about children, we are often struck with the simpleness and rightness of an idea and wonder that we did not realize it before. Sometimes we burn with guilt as former practices show its violation. Sometimes it is fear of this guilt feeling that makes us defensive to keep old practices going rather than keep ourselves growing.

Take a practice such as gold stars on perfect papers—for many of us that was a much sought-after award of our own school years. We may even have done practice teaching in rooms where gold stars, or their counterparts in rewards of one sort or another, were given. Then one day it comes to us that such rewards for perfect papers do not recognize individual differences, that they are not a fair measure of the effort the individual has expended, and all the other reasons. But rather than feeling guilty over the practice, let's think again of what we would say of a child, "He did not know better." Let us say of ourselves, "Now that I know better I will do differently! I will do the best I know, I will keep on learning!"

SO, THEN, WILL OUR LIMITATIONS BECOME CHALLENGES TO BE MET TO the best of our abilities.—C.E.C.

How and When We Grow As Adults

We all experience growing pains. But do we recognize them as such? Do we know how to acknowledge them? Carroll Carlson, M.D., Beverly Hills, California, suggests some constructive ways of looking at ourselves.

DO YOU IN YOUR WORK WITH CHILDREN feel that you are too often confined with not enough freedom to express your individual urges? If you do, you are experiencing an adult's growing pains. To understand such pains and arrange to do something satisfying about them is to "grow" as an adult.

The word "grow" is here used in the sense of "mature." The concept, if meant to be only a standard of social behaviors, only succeeds in irritating us. Only if we understand "mature" in the sense of becoming aware of our inner drives, needs, impulses, and feelings so that we may choose what to do about them, has the word meaning and significance.

Resentment toward a colleague in a superior position for an injury to one's self-esteem—and feeling helpless to discharge such resentment—is a very depressing situation. It is fortunate that one can dissipate this resentment with time, with adequate vengeful fantasies, and with a constructive drive to gratify one's self-esteem. It is necessary to depend on time, for aroused emotion wells up, persists, and recedes, slowly. This is unlike an intellectual process that can be turned on and off like a light.

If one is not so fortunate as to be able to discharge this resentment, then one must recognize that more deeply repressed feelings have been activated. This necessitates taking stock of the satisfactions and outlets in one's current

living process and making some constructive changes. Too little satisfaction in one's life may stimulate hostile feelings as well as a seeming attack on one's self. Some active outlets, where one may "attack" *constructively* are necessary to every one.

This brief sketch is not offered as a panacea but only to stimulate perception of internal emotional processes. To be happy and healthy, one must accept the responsibility for the smooth and adequate functioning of the emotional system. Unnecessary build-up of tensions, which means pain and handicap, must be avoided.

This analysis, though accurate, is vastly oversimplified. A human being's needs are many: There are the daily, complex, biologic, and physiochemical changes that demand satisfaction in terms of intake or outgo. There are sexual needs. There are satisfactions for special senses which are complex, and interwoven with functions of imagination and memory and are the synthesis of new pleasures and needs. There is a need for the attainment of ideals. There must be adequate opportunities to discharge hostile and resentful feelings since some frustration and consequent internal rage are inevitable. A most important need is to satisfy our relationships with others, as most of our basic needs are interdependently associated with other persons, either in a simple or complex fashion.

All such needs are felt as internal urges and tensions. To a degree such tensions are felt as pleasure, especially if release is anticipated and available. If tensions mount and find no release, they

are felt as pain. Such pain in any system spreads, and seriously disturbs and handicaps the function of other systems of needs. It is thus the responsibility of the individual to keep these systems of needs functioning with satisfaction.

Influencing Forces

There are two decided forces influencing the smooth satisfaction of our needs: our conscience—the social attitudes of society—and actual environmental limitations. Since humans are ingenious they do much to manipulate, alter, and rearrange the forces brought to bear upon them by environment. The purpose for this is to satisfy our needs adequately and with due respect for the needs of others. Our social institutions are based on a reasonable give-and-take arrangement even though it may not seem so at times when we have special needs.

Our conscience is not so easily managed. We acquire this functioning agency within us in our infancy as we internalize the admonitions, the do's and don'ts of our parents, teachers, and others. We depend on these early rules to gain for us our satisfactions and for this reason we regulate our behavior. This was useful in infancy for our functions of perception, judgment, and actions were not developed and we were dependent in a true sense on others for our satisfactions. If we are fortunate, this agency is elastic enough to change as our needs and capacities change, and develops until our automatic internal governing system becomes reasonable.

No conscience ever becomes *completely* reasonable and so we all operate with some infantile and superstitious internal conscience restrictions. Constructive introspection will frequently tell us whether we are operating with appropriate and reasonable conscience attitudes, and whether we can influence this

part of us to be more elastic. The ruminative thinking, compulsive and eccentric behavior in which we indulge is designed to influence or bribe this agency within us to be more elastic. Whether we need and choose to seek expert help with this problem, we must accord this agency within us due respect. "Conscience-tension" can be very severe.

We have just had a trying day at school. Let us see where we stand with respect to what we have just said!

You notice that you are tense as you contemplate all the chores and tasks scheduled for the evening. It seems as though the day is simply not long enough. As you reflect you become aware that many moments of greatest relaxation and pleasure have been spent at school with the children. Could it be that you enjoy vicariously such moments of dependent pleasure, and *only* vicariously? Is there opportunity in after-school hours for reasonable dependent indulgence or is it that you avoid and prevent the opportunity? There are many ways in which you can satisfy dependent needs in a manner appropriate and acceptable to social convention. Perhaps that other agency within us, conscience, will not permit this behavior; or we have some ideal of attaining "strength and firmness." Whatever it is we can recognize the temptation and frustration.

Refilling the Barrel

Adults who work with and spend much time with children are in the daily process of ladling out affection in some form or other. A barrel dries up unless it is refilled.

There are other excitements and stimulations in which our children are actively participating but to which we must of necessity, remain a passive spectator. No chance here to "actively refill a barrel." There is the girl who by her real intel-

lectual ability wins our honest praise as well as that of her classmates. There is the boy whose original and humorous turn of mind keeps our funny bone tickled as well as keeping a focus of interest on himself in good measure. There are the games outside where physical effort and dexterity and excitement give us excitement also. Do we recognize those partial urges to demonstrate our original or clever thinking, to make a quip that springs into our awareness that must, however, be saved for a less spontaneous moment? Do our muscles ache to participate in the game and discharge our excitement? And what happens within *us* as we feel "puppy love," that basic intense first love, blossoming all around us?

What Can We Do About It?

We can recognize that we are human. We can recognize that we are basically biological as well as cultured, civilized, and socially controlled. We can recognize that the motive forces behind highly synthesized and intriguing mature interests and drives are really derived from those basic urges we observe in youth. It is tempting to revert to more basic forms of satisfaction. This is certainly appropriate sometimes, but only *sometimes*.

Appropriate to whom? Is it to our "environment" that we feel we must make most of our concessions for concealment and change? Surely we know many adults who seem to be able to say what they choose, or act at times in a basically instinctive fashion to their apparent satisfaction and with acceptance by others. They seem to have a knack of primitive expression balanced with just the right amount of concealment. This is becoming to the few, but most of us are not so endowed or organized. But this demonstrates that our "environment" will ac-

cept more basic expressions than we are often willing to make.

Appropriate Expression

Appropriate expression and satisfaction of our needs and desires is largely that which is in harmony with our internal forces and maintains a reasonable equilibrium within us. Some can permit greater latitude in the expression of some instinctual cravings than others. In turn, others can do likewise with desires that are relatively taboo for some. One can honestly say to a friend, "I like to hear about your pleasurable exploit and am envious of your satisfaction, but I couldn't permit myself that activity. Yet, I can permit myself some of that kind of satisfaction in a different manner."

It is important to know that the greater the awareness of our internal forces, the greater latitude we have in arranging modes of satisfaction in keeping with internal harmony. Recognition of our instinctual needs is necessary. Recognition of the eccentricities of our conscience is necessary. Recognition of the values of our conscious goals is necessary. These are necessary in order to seek those satisfactions, and express that behavior that is "appropriate" for us in our current circumstances. Emotional growth and maturity of character signifies the greatest possible discharge and satisfaction of our instinctual needs compatible with maintaining the equilibrium within and without.

The "how" of growth is a process of experiencing and recognizing our needs—seeking and finding *appropriate* outlets for satisfaction. The *when* of emotional maturity implies those gratifying occasions when one is able to satisfy, in a harmonious manner, a sufficient quantity of needs with a minimum of disharmony or tension. This is the true meaning of "Health and Happiness."

A Four-Way Approach to the World Today

We cannot teach effectively about the world today unless we are prepared to effectively live in it. Discussion of such preparation is made by Margaret Cormack, assistant professor, Social Studies Department, State Teachers College, Fredonia, New York.

"NOW, CHILDREN IT IS TIME FOR OUR World Today lesson. Get out your maps, and we'll begin." Is this effective?

The "world today" is not a subject like spelling, but is our larger community—our home, today and tomorrow. Understanding it is a requisite of living intelligently and purposefully in it, whether its components please or displease. Some living we can shape, but the framework is largely given us, and there is no escaping it. For instance, our boys face the military draft—a mandated learning experience which is serious and unasked for. Are we teachers helping them and their families meet and understand this task?

It is a sober fact that we teachers with most of our lives dated B.B.—Before the Bomb—are not well prepared to guide these brave new citizens of the "atomic age." Our first task as teachers is with ourselves. We must know our world and feel ourselves a part of it, *even though confined to some small piece of it*. We can reach out, in mind and in action, and when we do we inevitably and unconsciously bring this way of life into the classroom, thinking less of teaching about the world of today than of living in it. There is no other effective way to know it.

Our greatest block lies in thinking we

need no re-education; that we are mature, voting, newspaper-reading, informed adults; that we are unprejudiced and believe in the "brotherhood of man;" that we are dedicated to democracy. We cannot dispel the illusion, save to ask one serious question. "Do we truly believe in democracy—to the extent of being willing to be in a minority, overruled by an alien majority?" If the answer is "no," it is proof of unreadiness to live one's professed creed on the world front. Democracy, indeed, is impossible unless there is mutual respect, based on information and appreciation.

"Foursquare" is an old term with fresh meaning here. Can we perhaps build a new square, with symbolic foundation, walls, and roof—representing a "whole person" in his understanding of the world today?

1. Knowledge

The foundation can only be *knowledge*, urgent in busy schedules that tempt short-cut digests or interpretations. Again, it is the delusion of knowing that brings blinders. Teachers, professionally trained to the media of words, have not always learned that some words bring facts, others persuasion—not even aware of the forces of persuasion in operation.

Do we seek the facts? Many are obscured, but they are available—if we insist on finding them.

We may think we have them, for most of us read some newspaper and listen to some commentator. But we tend to read only our favorites and to listen only to those with whom we agree—who do not

disturb us! Our search is so narrow and we become so conditioned that we don't even realize there is a strong editorial slant influencing us. *Time*, *Life*, and *The Readers Digest* are perhaps the favorite periodicals. Their readers owe it to themselves to read other sources—such as the Sunday *New York Times*, *Christian Science Monitor*, the *Reporter*, or *The New Republic*. For instance, the difference between the *Time* and *Reporter* accounts of the war in Indo-China, in which the U. S. is heavily involved with money and materials, should give one pause for reflection.

It is the same with books. We have many that give us needed facts about Europe, Asia, the Middle East, foreign policy—but they are not our best sellers. James Michener's *Voice of Asia*, though written for the general public, will not be read by many, and even fewer attempt great books like Northrop's *Meeting of the East and West* or *The Taming of the Nations*.

One must ever search for facts beyond the press and radio. Teachers, indeed, are mandated to "keep abreast" via in-service academic courses. Are they demanding courses in international relations, foreign policy, world areas, or the United Nations? Are they enrolling in those that exist?

Search and knowledge are vain unless undertaken with an open mind and with a willingness to be influenced in new directions. Man's early scientific inquiries led into the painless area of astronomy—but brought the pain of discovering the world was not the center of the universe. Each new study will bring its inevitable incredulity and shock, because human beings are reluctant to admit the unethical and the irrational in man. Only when we understand "humanity" sufficiently to see the exciting history of man's endless search for

"goodness" as well as for "power" do we experience positive pleasure in every new facet of information.

2. Experience

As one side to our "square," we must have *experience*. Life, of course, demands that we experience as we live, but it allows us much choice. Teachers, even with their limited incomes, have more choice than many others, not only in the varied nature of their profession but also in their precious months of vacation. It is obvious one should go out and see the world firsthand. Words bring facts, but we need to use all our senses and emotions as well as our intellects. The odor of a slum has more meaning than pages of statistics on socio-economic conditions. However, we can't travel everywhere—we must be selective—so how can we wisely choose?

In the first place, do we know our own United States? Have we experienced it geographically—the cities, the farms, the great plains, the western mountains, the sagebrush deserts, the forests? Have we experienced it socially—working at machines in factories, picking crops in fields or orchards, attending religious services of different faiths, living in tenement houses, or seeing the stock exchange in action? Even if brief, each of these experiences will enlarge one's understanding of poverty, wealth, power, insecurity, greed, bitterness, hope.

It is even better to move outside the United States, for only thus can one have perspective. The academic world offers an increasing variety of trips, courses, and conferences abroad, where work and pleasure are fused in delightful combination at prices far below the tourist trade. Students work and travel as friends of the world, and are different from the old-style tourist who "went abroad to see the foreigners." Best of

all is study or living in another country, possible when one has the necessary language tools. Sources of information are:

UNESCO's *Study Abroad* (Columbia Univ. Press, New York City 27); The Institute of International Education (2 W. 45th St., N.Y.C. 19); The American Friends Service Committee (20 S. 12th St., Phila. 7); and A.S.S.I.S.T. (Affiliated Schools and Seminars for International Study and Training, Inc., 53 Broadway, N.Y.C. 6).

An increasing number of colleges and universities offer summer trips to Europe, Latin America, Asia.

It is not necessary to leave the United States, however, for experience with other cultures. Many universities—as Columbia, Cornell, Chicago, California—have hundreds of international students. Summer school courses on world affairs at these institutions, especially with living at International House, are veritable trips abroad.

A few criteria are important in achieving our expressed aim of understanding. Choosing the *group* is more important than choosing the *place*. International understanding is rarely a by-product of a yacht cruise in the Caribbean or a Monte Carlo via first-class hotels, steamer cabins, and railway compartments. But it is a free gift in the pensions, youth hostels, student dormitories, village inns, and third-class accommodations. For there one meets the people of a land, in their way of life.

Second, it is important to have some experience as a member of a minority group; not necessarily to suffer the discriminations and gibes that almost surely will follow, but to know firsthand how it feels to be one of the outnumbered. This is possible in some areas of our large cities, but better found in any culture outside the United States—as, for instance, the Mexican. There is no better

way to understand some of the irrational human behavior that exists in the world.

Third, it is good to be in a group working on some common problem—such as a play, a community drive, or academic course. One finds a common bond never achieved in verbalized friendship. It is best of all to *live* with the group—to learn from roommate, hallmate, mealmate, all the things that aren't in books. Different clothes, foods, customs—and their meanings. Different music, art, literature—and why they are beautiful. One comes home enriched by differences, glad to live in a world that has so much variety. It brings one through the insecurity of believing one's own culture has the best of everything to the security of knowing the world is made up of people in rich and infinite variety—and that it is more friendly than hostile.

3. *Empathy*

This kind of experience unconsciously builds the second side to the square—*empathy*. Empathy is an attitude closely related to sympathy, but goes beyond it in “getting inside the skin of” others, feeling their hurts and joys as one's own. Every mother understands this, and perhaps all who truly love others. A child's bruised knee hurts the mother herself; she herself feels the pain and is not just “sorry for” her child. Similarly, she rejoices in his triumphs and rewards, however large or small. Can we extend this “oneness” beyond the family?

One approach is to see other cultures' beauty with their eyes, seeking *their* meaning in literature, drama, art, and music. A people's creative expression, as we know, is its very heart and imagination—and so the surest key to understanding. The advice of Santha Rama Rau's father, in *East of Home*, could well be given to all of us: “The point

at which you start to understand the Japanese will be the point at which you find the same things as they do beautiful. By which I do not mean simply *recognize* what they think beautiful but actually get the same aesthetic pleasure from them . . .” It should be obvious that we should read more books *by* Japanese than *about* them, to see their own drama—for instance, the great film *Rashomon*—rather than Hollywood’s version.

Further, one can attempt to feel what others are feeling. How often Americans, used to large and impersonal stores and corporations, forget the human being in Europe, Latin America, or Asia, who has toiled many hours, often in semistarvation, over a priceless piece of handwork. The average American is pleased with a “bargain,” sold far below cost-price as the maker is in desperate need for food that very day. The buyer, unfortunately, does not think of the countless hours of work, the strained eyesight, the large and hungry family. Similarly, we who are used to machines and to hurry, are often guilty of offering the “human horse” pulling our rickshaw double the usual fee “if we catch that train.” This is psychological cruelty, proving that the passenger is not aware of the strained muscles and heart. He has thought only of speed laws.

Yes, it is more ignorance than inhumanity, and different ways of life have developed different values. For instance, we who are never really hungry nevertheless place false emphasis on the full stomach, forgetting that exploited peoples would rather have human dignity than adequate meals. We have never really known that “equality” is more important than a high standard of living. Yet, this should be obvious—if we “get inside the skin of” those fighting for human rights. In their fight they will undeniably indulge in excesses. That is

true of all people caught in the passion of independence—be it an adolescent youth in an American home or a nation throwing off colonialism. The armchair spectator rarely understands this, though he may be proud of his ancestors who waged the same battle.

4. *Philosophy*

The end product of knowledge, experience, and empathy, for persons willing to move into deeper realms of thought, will inevitably be a *philosophy* of humanity. “Why am I alive?” is a child’s first serious query, to be asked here anew. And from it come other questions. “What is my relationship to others in the world?” “How shall I live?” and “What do I believe?”

There are several possible beliefs. That we shall have a perpetual divided world, with opposing ideologies and armies forever in uneasy competition. That there can be a “one world,” achieved by conquest, subjugation, and indoctrination. Or that there can be a “one world” made up of many different peoples and their ways of life. “Cultural pluralism” is thus a philosophy rather than a governmental system. It rests on basic respect for human beings and their values. The words are easy, but the behavior is difficult, for it permits and appreciates differences at the same time it insists on oneness. Many nations, especially federations, have achieved this, and their citizens cannot envisage any other way to live together in peace and prosperity. But now the whole world is seething with new hates and jealousies. Old securities are shattered, and individual nations can no longer be the guarantors of peace. It is a time for serious reflection, for men everywhere to think on the meaning of life, to rearrange their values, and to say boldly, “This I do believe, and thus shall I live.”

The Independent School— A Public Resource

John J. Brooks, director, The New Lincoln School, New York City, discusses how experimental schools help in overcoming educational limitations.

IN A FUNDAMENTAL SENSE THE SYSTEM of education in the United States is on trial, for it is the fixing chemical of our democracy. It is tragically true that the course of our many agencies of education may well determine the cause of our country and the format of our world system.

During the years of its existence, however, public education has often tragically trailed the society which it served, sometimes mirroring its lesser parts. It has had no prescience of and given no shape to the things to come. Too often it has remained unknowing of needs to be met.

During two decades of this century, however, certain private schools, which included certain laboratory schools associated with teacher-education institutions, for the first time among all American schools, began excitedly to consider the purposes of education in our democracy. They turned to the great stockpile of largely unused new knowledge in the disciplines of psychology, sociology, biology—they searched the rich fields of experimentation and research and they geared these findings into new and better practices to meet the finer purposes which they had posed for all American education. That exciting twenty years of progressive education, in major part the product of private schools,

served as a pattern to be copied by all the civilized world. Something of its impact was felt in every hamlet and metropolitan school.

The private school reflects its potential in the new name by which it likes to be called—the independent school. It is this very independence, its relative freedom and flexibility, and, above all, its need to justify its own existence, that keeps its faculty and its school community in a ferment to find better educational practices and to re-evaluate its purposes.

The independent school, when it serves its role properly, acts as a gadfly to the great ponderous body of public education, stinging it on to a faster pace and greater activity.

In addition to its qualities of freedom and flexibility, and beyond its gadfly-role of leadership, there is a third reason why the independent school is an innate and vital part of our system.

Our government went straight to the immutable laws of nature in setting up a system of balances and checks which would insure its survival. School boys learn about the eternal equilibrium of the executive, the legislative, and the judicial branches of our government. This is only part of the system. Less obviously, but equally important, the basic values of our culture depend for survival upon our constant quest for balance between free enterprise and government control—the opportunity for achievement and the guarantee of basic security; the freedom of thought and



Courtesy, Winnetka Public Schools, Illinois

They searched the rich fields of experimentation and research and geared these findings into new practices.

speech and the intelligence, skill, and information to use these freedoms constructively.

Like the language we use, our culture is a vast complex of values searched out from many sources, arranged by design and through happy accident into a structure of equilibrium whose balance keeps us going down the road. The eternal vigilance of our citizenry must be turned against the possible tyranny of one of these many forces.

In this sense, too, the independent school is an essential part of our system. Its role is a small one. There should not be many private schools—and each one should justify its existence and that existence should not be limited entirely to its educational leadership. It has a lasting value, serving simply as a fractional but vital part of our culture's system of checks and balances.

The independent school harms the cause of public education when it caters to particular economic, religious, or cultural groups. It acts in conspiracy with public negligence when it specializes in the enrollment of deviate, handicapped, or uniquely gifted children. It can justify these programs only when they are planned primarily as a *special contribution to public education*.

But when the independent school enrolls all children in a program whose overriding purpose is to search out better educational practices and re-appraise educational purposes and to make these findings a contribution to the public weal—it requires no defense.

Indeed, such is the tragic need for educational leadership in our imperiled time, that never before have we had such cause to look for help toward private enterprise in a public cause.

Dear Diary:

Every summer people are turning to workshops to overcome the limitations felt in work with children. Last summer a workshop in Early Childhood Education was held at the University of Pennsylvania, Philadelphia, under the guidance of Laura Hooper. Through her we were able to share two of the daily diaries which were kept by students. Space does not permit the full accounts so they have been edited to show variety of activities and attitudes felt during the six weeks.

From Day to Day

By MARY I. CARNEY

6/30 I am going to find myself frustrated, simply because I feel I lack creative ability in the fields of language, art, and music especially.

7/1 Already I am beginning to see possibilities of finding creative ability within me. Doodling in finger paint has brought out a free, relaxed feeling which I find very satisfying.

7/2 Such a difficult time I had trying to find a poem (already written) that expressed in some degree my feeling of the contrast between the music of nature in a garden and the man-made sounds of machines in the street. It was a rich experience looking for certain poems, for, in doing so, I had a chance to read several poems that I would probably have otherwise by-passed.

7/3 I realized today that interpreting music with rhythm does not only include free movement of the body. There are other elements—such as imagination and feeling coming from deep inside, and the amount of space through which the movement is exercised.

7/7 Rhythm is not only expressed in written music but also in a line of words.

7/10 How surprised I was that *my* short story showed possibilities of being dramatized. Even with limits of time, space, costumes, and scenery it was fun to try to paint and draw a picture minus

paints or crayons, express rhythm without music, and tell a story without words.

7/11 The two films today on maturation and socialization were very enlightening. I came to realize once again, just as I have through my reference reading, that *all behavior is caused*. As a doctor looks for the symptoms or cause of an illness, I, as a teacher, should seek the cause or motivation of a particular child's problem, maladjustment, or behavior. It was also brought out more clearly how children differ in their abilities and rate of growth and how their personalities take form at an early age.

7/16 It was interesting to learn the various ways we could express the flow of a river, as an outgrowth of our excursion on Monday.

A new challenge today—a flute!

7/17 Our mural was completed today. We, who worked on the "City Traffic at Night," were very well satisfied with the end result. It has been a great help to me as far as a transfer of learning is concerned.

7/21 After reading the book *Music in the New School* by Beatrice Perham, I can clearly see how this workshop is precisely following the creative approach—the instructors are, in other words, "practicing what they preach" for they are providing me with opportunities to

learn through discovery and insight and to develop imagination.

7/24 I was disappointed when I just couldn't seem to model what I wanted with my clay. Maybe I need more experience which I intend to get every morning before class begins.

This workshop certainly is bringing to my attention the errors I made during my first year of teaching. I have not been accepting the children's creative language work as pure creativeness but have stressed the mechanics of written language too much. Even though children do not have skill to write they *do* have skill to create.

7/28 I just seem to have reached a plateau with clay modeling—each time I start I always end up with the effects of an ashtray.

8/1 A good suggestion—carry a pad and pencil in the classroom, especially when the children are doing activity work. Jot down the various remarks—see the poetry that exists in children's expressions.

8/4 The singing we did in art today while working seemed to make an even more friendly and pleasant atmosphere than any previous laboratory period. It was a good example of correlation between art and music. I think it might be a good experiment in the classroom.

In closing. Glancing back over the experiences I had in the summer workshop I can truthfully say that I gained much. I have been furnished with so many new ideas that I just hope I will be able to share all of them with children in one school year.

Thoughts, Comments, and Discoveries

By HAZEL-LOU PRYDE

6/30 I'm not quite sure what this class will be like, but I'm mighty glad that the group is small.

7/1 Only one day and already I'm becoming aware of things around me—sounds and sights, smells and feelings.

7/2 Dance? Me? In front of these people I don't know? I felt like a piece of self-conscious lumber today. I can loosen up at home or with the children, but not here!

7/3 I think I'll do lots of finger painting this year. *Everyone* enjoys it.

7/4 No wonder the children use up so many red crayons. It's much more satisfying than yellow or green.

7/7 I read Natalie Cole's *Arts in the Classroom* last night. Same thing we did in class. I might as well "let myself go."

7/8 How I can appreciate the child's simplicity! My *short* story ran into eight pages!!

I enjoyed writing my short story however—and just wrote what I felt.

7/9 When we dramatized short stories today I'm sure I had the same feelings a shy child has when told he must be in a play. *Praise* and sympathy can help immensely in such a situation. (It did with me.)

7/10 No wonder the children want to try all the brushes at once. I don't think I've had a chance to experiment with large brushes enough.

7/14 Since the field trips I've taken with my children have been to places I've been rather familiar with, I had forgotten what a wonderful experience it is to do something different, to see

new things—to really explore. I thoroughly enjoyed my tugboat ride!

7/15 Painting on the mural was good for me—'cause I tend to prefer to work alone. I feel children should have experience of working *with* others on a group project. I was a little tired of discussing the city traffic—so chose the short story mural. It was a good idea to have a choice. Children should have a choice too.

7/16 I still don't feel satisfied in music class. I've had training enough to read music . . . and can't figure out yet just where we're going.

I'm still hoping we will work on rhythm instruments, such as most schools have—triangle, sticks, bells, clappers—without the aid of autoharp, uke, and flutes.

7/22 I've been a little leery to use clay in my classes because I didn't feel I knew enough about preparing it and keeping it. I think I'll use it this year now that I've seen how it's done. I will be more than appreciative of anything the children form from clay—it's harder than it looks!

Miss Turner straightened me out in music during my conference and I spent the evening with a music book . . . and a chapter on teacher's experiencing music came out and hit me in the face. I think I have my bearings now—better late than never.

7/29 Changing from bells and autoharps to a uke today gave me a new lease on life—or at least on music. It's much more satisfying to me.

I hopped around like a grasshopper from one activity to another today in art class. I was much too anxious to try everything than to do one thing well. (Seems as if I've taken this being child-like to heart—although I didn't plan my activities as such!)

7/30 Although I have taken piano

lessons for years, I *still* have considerable difficulty with rhythm. Today Miss Turner had me beat the quarter note (walk) on the drum, while a half note and eighth note were being tapped out. I'm anxious to try this with the children . . . because it "hit home" much more than hearing rhythm on the piano.

7/31 So many new ideas—so many new things to try. I've enjoyed art so much that I spent all afternoon and evening after school trying out as many things as I can. I feel as if I've been told I only have a few weeks to live and am trying to do everything in a hurry—as our course draws to a close. My papier mache giraffe turned into a "lion-affe"—a cross between a lion and giraffe, but I'm so proud of it. I'd never tried papier mache all by myself.

8/1 It is an education in itself to hear the experiences of my fellow classmates, since everyone's background and home and school situation is so *entirely* different. I wonder if I take enough advantage of the different experiences that the children in my own classroom have to offer.

8/4 The sharing of ideas has been a big part of this workshop, and I feel as if I've had a shot in the arm, with so many ideas to use this school year. Ideas to use scrap and waste materials seem so much more workable than the "fancy" things requiring so many expensive items that are usually found in magazines. I hope our new apartment has a big cupboard—I can see now that I'm going to be on the lookout for all kinds of scraps.

8/5 Dr. Yeiser's talk today was just the right ending for a workshop such as ours. I feel that the very makeup of our group—each member is a definite individual with different background—has been a very big factor in making the workshop a success.

How to Identify the Gifted

Who are the gifted in our classroom? How do we identify them? What shall we do with them? Paul Witty, professor of education, Northwestern University, Evanston, Illinois, gives a survey of much of the material in this field and raises some further questions. CHILDHOOD EDUCATION would welcome letters from readers on the subject.

GENETIC STUDIES OF GIFTED CHILDREN and related research show clearly that America is failing to utilize fully or is actually neglecting its greatest resource. Surveys reveal that, of all groups in special education, gifted children are the most neglected. Funds are frequently appropriated for the very slow or retarded pupils, seldom are they made available for gifted children. And in the regular classes of elementary and high school, provision of stimulating and individually appropriate experience for gifted students is rarely made. In 1947, S. G. Santayana concluded: "Not more than thirty or forty school systems are giving any special recognition to the gifted child beyond permitting an accelerated progress through the medium of special promotion or 'skipping'" (6). So serious is this condition that one writer observed: "The gifted, the potential leaders, discoverers and creators . . . are usually left to develop their own skills in their own way and in terms of personal initiative alone." (1, Catherine Cox Miles, "Gifted Children.")

The need for more adequate stimulation and guidance of the gifted throughout college is also suggested by many recent studies. One investigator cites a follow-up investigation of the top 16 percent of Minnesota high school gradu-

ates (14). Nine years after graduation, only 45 percent had received baccalaureate degrees, and only eight percent had earned advanced degrees. When the group was limited further to include only those pupils whose IQ was 125 or higher, it was found that only four percent had obtained advanced degrees. Today there is a concern among educators for identifying the gifted and encouraging them to prepare for leadership in science, education, and other fields where training beyond the baccalaureate degree is essential. It has been pointed out that in some states, at least half the gifted high school graduates fail to go to college. Many of these young people need financial help. There is a growing interest in giving financial aid to enable many of these gifted students to carry on advanced work in school.

Attitudes toward the Gifted

The failure to recognize the gifted is a result of a number of forces. The traditional attitude has been to regard the gifted child as peculiar, eccentric, or queer. The results of such thinking are far reaching. Bright and talented children are sometimes shunned; occasionally they are looked upon with jealousy, suspicion, or even hostility. As a result, many very bright children, responsive to the attitudes of others, hesitate to reveal their abilities.

It is to be hoped that a renewed interest in the gifted pupil will attend a widespread dissemination of the facts concerning children of very high IQ's whose growth and development have been studied over a period of twenty-five or thirty years. Contrary to popular

thought, the gifted pupil is shown to be a physically superior, attractive, and rather well-rounded child—not the physical weakling and social misfit so often pictured. In all his school work, the gifted pupil tends to excel, and typically he is modest and well-adjusted socially. Nevertheless, his general educational growth progresses at such a rapid rate that in the upper elementary school he has knowledges and acquisitions which surpass those of children classified two or three grades above him. For example, Terman and Oden write:

The net result is that a majority of the members of our group, during the elementary school period, were kept at school tasks two or three full grades below the level of achievement they had already reached. In the earlier years, at least, the school appears to play only a minor role in the education of the gifted child, for among those of a given age there is almost no correlation between achievement test scores and length of school attendance (8).

Because of their educational acceleration and the lack of challenge in their classrooms, many gifted children lose interest in school and fail to develop in accord with their promise. Studies show that gifted children who develop most effectively are those whose ability is recognized early and who are encouraged to take part in stimulating, individually suitable activities in school and at home (11).

How to Identify the Gifted

The foregoing studies clearly reveal the need for early identification of children gifted in abstract intelligence—in the ability to do outstanding school work and to succeed in related activities. But there are other types of gifted children—children whose performance is consistently remarkable in music, art, social leadership, and other forms of expression. Parents and teachers should be

alert to discover early the talents of these children and to offer them appropriate opportunities and encouragement. Such children will not always make superior scores on intelligence tests. Nor will their abilities always be revealed in the typical classroom. These children need an opportunity to participate in varied creative activities. Their unusual gifts will be revealed by their performance or their behavior.

How can parents recognize potentialities for unusual leadership or for creativity of a high order? There is always the danger that they will misinterpret their children's behavior or evaluate falsely their children's accomplishments. There is the danger, too, that some parents may exploit their gifted children. All of us are no doubt familiar with the parent who talks excessively about Ed or Bill or Jane—the remarkable five-year-old who can recite the names of the Presidents or play the piano skillfully. Such children may or may not have real promise. In case they do have, they should be provided suitable opportunities for development. Recognition and praise, judiciously bestowed, are also needed. We are familiar, too, with the plight of some gifted children who rebel at the efforts of overly ambitious parents to force them to win acclaim.

There is a fairly simple solution to these problems. Parents of gifted children should become thoroughly acquainted with reliable literature on child development. In this way, they can learn to recognize deviations from typical patterns of growth. Precocity and talent may then be recognized by them with a fair degree of accuracy. These parents should also become acquainted with the scientific literature about gifted children—and with the varied views of experts in child development on this topic (2,4).

Acquaintance with the literature of child development may be obtained from recently published books such as those of Arnold Gesell and others. Examination of a book such as *The Gifted Child* (11) or the pamphlet *Helping the Gifted Child* (13) will help parents to identify and to understand the gifted child. In this literature they will find emphasis on the following items as evidence of giftedness: precocity in using words and sentences, extreme rapidity in learning and remembering, great sensitivity to various objects in the immediate environment, interest in books, ability to tell a story, tendency to reproduce accurately the correct sequence of happenings during an excursion or event, unusual imagination and resourcefulness, power of sustained attention, and versatility of interests. They will find, too, that children's talents will be revealed in creative pursuits (12).

What About Intelligence Tests?

It is clear then that gifted children should be identified before they enter school. The foregoing suggestions may help parents in this effort. The use of an intelligence test may help too—especially after the child enters school.

Following the advent of the intelligence test, children of IQ 130 and higher were generally referred to as "gifted." In the early studies of the distribution of intelligence, it was found that such children constituted about one percent of the school population. However, it should be pointed out that the designation of the highest one percent as the gifted is arbitrary and sometimes misleading. Psychologists and educators do not agree on the percent of children to be included in this category. For admission to the Major Work Class in Cleveland, an IQ of 125 is required. In other special classes in the elementary school, the min-

imum IQ has been lower in some cases—and higher in others.

At the high school level, too, the required IQ varies. Morris Meister, principal of the High School of Science in the Bronx, suggests that an IQ of 120 or above be used among other criteria to select "moderately or highly gifted" pupils. Such a practice would probably result in the identification of the upper ten percent of high school students. (11, Morris Meister, "A High School of Science for Gifted Students.")

The use of the IQ as a criterion of giftedness brings about the identification of children who possess, in high degree, abstract or verbal intelligence. However, if children are reared in impoverished environments or in areas very different from the typical community, the verbal test of intelligence has limited value in assaying their ability. Under such conditions, responses to certain test items are affected adversely. Community influences and restricted opportunities may also affect a child's response to some parts of a non-verbal test of intelligence. Similarly, a child who is blocked emotionally may not reveal his ability on either type of test.

Psychologists are at present experimenting with new techniques for the measurement of intelligence. Some are seeking to identify "primary mental abilities" and to study their maturation. Others are striving to devise "culture-fair" tests, or tests of "global intelligence." (The work of Thelma G. Thurstone, Allison Davis, and David Wechsler should be examined by the interested reader.) The experimental data accruing from these approaches are, at the present time, significant but inconclusive. It is to be hoped that continued experimentation will soon yield more valid data concerning the nature of intelligence. In the meantime, it will prove

desirable to employ established techniques such as the Stanford-Binet Examination to identify one type of gifted pupils.

The use of the Intelligence Test will not lead to the identification of all children who are gifted, for studies show relatively low or negligible relationships between test-intelligence and measures and estimates of ability in music, art, and other areas.

Consistently Remarkable Performance

Because of all these considerations, the writer proposed, several years ago, that a child be referred to as "gifted" when his performance in a worth-while type of human endeavor is *consistently remarkable*. Worth-while performance was interpreted to include expression in areas such as music, art, creative writing, mechanical ability, and social leadership, as well as in the area of abstract intelligence. It was recognized that environmental and emotional factors might affect or limit the child's expression in all these areas. And it was pointed out that the climate of the classroom was often an important factor in the emergence and expression of gifts.

It was recommended, too, that teachers provide children with abundant opportunities for participation in creative pursuits of many kinds in a favorable environment (9). Under this condition, "consistently remarkable performance" becomes a good criterion of giftedness. In the hands of capable teachers, this approach is practical and rewarding.

Educational Provisions for Gifted

A rather large number of recently published books and articles reflect the current awakening of interest in the gifted. In some of these publications, acceleration or grade skipping is recommended. In others, various forms of enrichment

are proposed. And still others contain descriptions of attempts on the part of classroom teachers to enrich the curriculum by the use of diversified materials and experiences. Use of child-study techniques is frequently reported in these accounts.

There is of course a renewed interest in special schools and special classes for the gifted. In several recently published articles, the activities provided in special classes for gifted elementary and secondary school pupils are reported to have been unusually successful in bringing about effective learning and desirable personality development (5). Despite such evidence, some teachers and administrators doubt the advisability of establishing classes for gifted children. Some educators assert that recourse to segregation in schools or classes is undemocratic since this practice engenders and encourages class distinction. Others believe that the effectiveness of regular classes is lessened by the removal of the most stimulating pupils. Still others assert that the experience in a regular class has a salutary effect upon the gifted pupil himself, leading him to work congenially with his peers. Finally, participation in the endeavor of regular classes is said to prepare the gifted pupil for a congenial life in a democratic society made up of individuals of widely varying ability (10).

On the other hand, the advocates of special classes assert that the gifted child is not challenged by the work in a typical classroom which contains a large number of pupils of widely differing abilities. In such a situation, instruction is usually geared to the ability of the average or near-average pupil, and the extremes are neglected. These writers point out that the gifted pupil masters the skills in half the time ordinarily devoted to them. They indicate that studies

suggest that gifted children who are placed in special classes or schools receive the stimulation, encouragement, and guidance which is lacking in regular classes, but which is necessary to bring about their maximum harmonious development (3).

Other writers believe that the interests of gifted children as well as of society are best served by somewhat more frequent use of acceleration accompanied by enrichment in regular classes. At the present time, scientific studies offer no satisfactory answer in this controversy. However, it is clear that the gifted child should be identified early and provided with enriched opportunities throughout his school career. More effective guidance is needed, too. Perhaps the greatest need at present is a greatly increased interest in critical experimentation and research in behalf of such children.

Concluding Statement

Good teachers everywhere are making and have always made an important contribution to the growth of capable students. However, in large classes the pressure of excessive numbers of extremely retarded pupils and other obstacles are likely to cause teachers to neglect their responsibility to the gifted. Of course, every teacher can do something to alter this situation. By offering abundant and varied opportunities for the gifted, teachers will find their instruction will be improved generally and their own satisfactions will be heightened and enriched. But this is not enough. A nationwide effort to care for gifted children is required if we are to conserve ability and talent. One of the greatest shortcomings of school systems today is their failure to foster and nourish the development of gifted children. We need

better prepared teachers, more abundant and varied materials of instruction, improved conditions for learning in order to avoid further waste of our greatest human resources—bright and gifted youth. It is hoped that the future will bring widespread efforts to meet these needs.

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"What Means Enrichment, Dad?"

Enrichment is an answer when we ask, "How are the problems of the gifted child minimized?" Bernard Haake is principal of Euclid School, Schenectady, New York.

KERBY DOUGLASS IS ONE OF OUR PUPILS whom I'd like to have you meet. The permanent record carries this notation:

"Kerby's kind of a sensitive youngster; shy, acts at times as though he feels a little inferior, and although he invariably has the right answer or a suggestion to offer, he frequently withholds both because of a false sense of modesty."

"Well-built but not overly active in school athletics, Kerby enjoys playing games even though he is a stickler for rules. He learned to read at an early age, is very creative, imaginative, and has many varied interests. He generalizes easily, is able to think abstractly, has an extensive vocabulary, is extremely responsible, and although he oftentimes works independently he is able to convey effectively his ideas to others."

In short, Kerby is one of our more competent children. His cumulative record card contains the following entry: "Binet IQ 147."

Kindergarten

One day during his kindergarten year, Kerby asked his father "What means enrichment, Dad?" A little questioning revealed that Kerby had overheard the school principal remark to the kindergarten teacher, "That Kerby certainly should receive a great deal of enrichment." Kerby's father wasted no time in visiting the school!

When Kerby first entered kinder-

garten, his adult vocabulary was a deterrent to his acceptance by the group; the group actually couldn't comprehend the stories he made up about his drawings. Since his paintings really were not as well done as most of the others, his teacher asked Anthony, who needed to be able to excel at something, to help Kerby mix paint and plan his drawings. The teacher also asked Kerby to tell the children such stories as "The Elves and The Grasshoppers," and "While Jane Sleeps." To see Kerby surrounded by a group of enraptured classmates while he recited the tale of "The Three Billy Goats," proved that his acceptance was solid. The youngsters demonstrated their feeling for Kerby by solicitously helping him with his big problem—learning to skip. Kerby saved his "special stories" for the teacher who wrote them for him to save in a booklet.

Second and Third Grades

It was in the second grade that Kerby named his newly-acquired, white pup, Cumulus! This name was a direct result of the "interest corners" in Miss Grane's room. Kerby spent all his free time in the interest corners and he not only spent a great deal of time reading, talking, and conducting experiments about weather (including cumulus clouds!), but his interests during that year went from model planes and why planes fly, to writing stories and composing songs to go with his stories. Once when the class visited the nearby bank, Kerby started collecting coins from all countries and even corresponded with pen pals abroad who were also interested in exchanging coins.

Third grade was a full year for Kerby also. After reading "Hiawatha," prompted by a class visit to the Indian exhibit in the state museum, Kerby fashioned a miniature terrarium and aroused the interest of the entire class to the extent that every pupil made his own terrarium. Before the terrariums were completed, Kerby had convinced Miss Check that he knew a farm nearby where they could find many of the plants mentioned in the story of Hiawatha. A field trip followed and at Christmas time each mother received as a gift at a class Parent's Party (suggested and organized by—who else, Kerby) a gift wrapped terrarium replete with growing mosses, ferns, and grasses.

Fourth Grade

The father of one of Kerby's fourth grade pals was a reporter for the local newspaper and after the father had visited the class and explained the functioning of a newspaper, Kerby suggested a school newspaper. He was elected editor-in-chief and soon had a smooth functioning, well written and illustrated, weekly, four-page paper. Before this activity terminated (because of the close of school in June) Kerby had collected newspapers from all over the state (part of his social studies project) and had a daily newscast emanating from the fourth grade (recorded daily on the tape recorder and replayed in those rooms that subscribed to the service). This activity was written up in the local press by Kerby's pal's father when the class repaid his earlier visit by inspecting his newspaper plant. The newscast project was televised by the local television station and room 201 would undoubtedly have had a TV studio had time allowed!

During the summer, Kerby's father (who worked closely and continuously with Kerby's teachers) arranged his

vacation to coincide with the dates of an electronic exhibit in New York City. Together, Kerby and his father visited the exhibit and learned a great deal about the mechanics of television. Kerby's ever increasing range of interests even reached out to explore facsimile newscasts!

Fifth Grade

Upon entering fifth grade in the fall, Kerby was delighted to discover that his teacher frequently combined her class with the sixth-grade class. Interest groups composed of students from both grades often worked together on problems in which they were mutually interested and this gave Kerby a chance to work with some sixth graders who were interested in some of the same things he was.

It was during this year in the fifth grade that Kerby became fascinated with numbers. He and three friends from the other class became involved with the question, "Why does ice float when it is frozen?" and they were seeking the answer from reference books they obtained in the school and public library. This led to an interest in and further study of thermometers, freezing points, and the use of the metric system for scientific measurements. At this point the group combined with another group which originally started out seeking answers to the question, "Is our number system made up of tens because man originally started counting by using his fingers?" Before that problem was culminated by a series of panel talks and demonstrations to the remainder of the two classes, the teacher had to call for help—help that came in the form of visits to the class by a junior high school science teacher and a parent who was a chemical engineer.

Well, you've met Kerby. He's quite

a boy I'm sure you will agree. But in meeting Kerby you have also met a school—a school whose organization and philosophy tends to “meet and minimize” the problems posed by the presence of gifted students such as Kerby.

Flexible Staff, Flexible Organization

This school obviously subscribes to the belief that the most effective way to meet the needs of its gifted children is to provide an enriched program. But an enriched program is a resultant—what are the precipitants?

What are the unique characteristics of a school which identifies a gifted child early in his school experience and involves the parent in planning to meet the needs of that child?

What kind of a school realizes as early as kindergarten the special needs of the gifted and adjusts its program to help those children? What is the organization of a school which encourages such things as class visits to the local bank, the nearby state museum, the newspaper plant, and field trips to the country at any grade level in the school? How can a school get children from different grades together so that their interests can cut across room or grade levels? What kind of a school develops teacher teams and encourages parents to take over a class for a short or prolonged period?

What is the nature of a school which satisfies the intellectual curiosity of all its pupils, including the gifted, so that some pupils may learn about elementary aerodynamics in grade two and perhaps thermodynamics in the fifth grade—and still learn elementary addition and subtraction facts as well as multiplication of fractions in grades two and five? How can a school be both a general practitioner and a specialist and dispense to the average as well as the exceptional?

Flexibility seems to be the answer in

Kerby's school—flexibility of staff and organization. A tightly knit, split second, dovetailed kind of organization cannot meet the needs of children; least of all gifted children. Enrichment is of the moment, a teacher must strike when the iron is hot—not by the clock.

An enriched program developed in a flexible organization will provide activities that will be pertinent to all children including the gifted child. Such a program will satisfy the gifted child's extreme intellectual curiosity, will raise his standards of achievement, develop desirable work and study skills, and will expand his range of interests. It will develop his mental skills within a framework that will encourage healthy personality development. This flexible program will cut across traditional organizational breaks, not by highly-organized IQ segregation, but by such things as teacher teams which will encourage all-school interest groupings so that the gifted child may have the challenge that comes from working with other minds similar to his. He will, nonetheless, be working with a child composite of the society in which he will find himself years hence and he will be able to take his rightful place in that society because he has been doing it all through life—the life he lived during his school-age years.

A truly flexible staff operating in a flexible organization and challenged by the presence of gifted children will adjust. And the adjustment they make will be healthful, enriching, and creative because of their lack of personal and organizational rigidity.

Their students will not say of Kerby “Ah, he's a brain, plays the fiddle, and gets special lessons—he's queer,” but they are very likely to say “Kerby's smart as the devil but a heck of a nice kid.”

What do *your* pupils say about *your* Kerby?

Some Implications from Research in Arithmetic

How do children learn arithmetic? What should we expect of them in each grade? How can we improve our arithmetic program? Lorraine Sherer, associate professor of education, University of California at Los Angeles, discusses the findings of current research.

WE HAVE NO LONG-TERM STUDIES IN arithmetic research on the development of quantitative abilities of the same children, comparable to studies of other aspects of growth and development. Research in arithmetic consists mainly of brief, cross-sectional investigations, inventories, short experimental studies, and test samplings of children's concepts, interests, uses, and abilities. We need to assess what they mean viewed together.

In this article, an attempt is made to view arithmetical research in broad perspective and to single out some of the most important highlights. Implications have been drawn from four types of research: the development of concepts (2, 11, 19, 20, 21, 26, 31, 35); children's interests in arithmetic in their out-of-school activities (8, 25, 30, 32); children's uses of arithmetic in their school activities (9, 14, 29, 32, 36, 39); and children's quantitative abilities (1, 2, 3, 4, 5, 6, 7, 12, 13, 21, 22, 23, 26, 27, 28, 31, 33, 34, 42, 43).

Two groups of closely related studies are analyzed; one on children's interests in arithmetic in their out-of-school activities, the other on their voluntary uses of arithmetic in school activities. Children's interests in and voluntary uses of information and skills are indices of maturity and readiness to learn, and as such are

criteria for the timeliness of instruction. The meanings of these studies, whose schemes of organization differ, are not clear unless the data are studied under the categories of number, size (measurement), form, and position. The two groups show substantially the same broad, over-all picture when the data in both sets are analyzed under the same categories, and when all measurement is considered under one category.

All investigators use *grade*, not *age*, in inventorying interests in and uses of arithmetic. The studies as a group cover kindergarten through sixth grade.

What Children's Interests Show

One fact that stands out clearly from the studies is that children's interests in arithmetic are primarily functional and children use arithmetic functionally in two ways: (1) in thinking and communicating facts and ideas about number, size, form, and position, and (2) in solving their own particular problems, which may or may not require computation.

Communication is a dominant interest in all grades; in the lower grades it is a predominant interest. Children ask questions: how many, what order, which one, and how much. They talk about the shapes of things. They use a great variety of expressions for position and positional relationships. They compare and estimate. In short, children use arithmetic functionally, as do adults, in thinking and communicating quantitative facts and ideas. The difference is degree of maturity.

Problem-solving is used in a wide

variety of situations, accompanied by much talk, especially among younger children. Interest in computation increases with age. The activities determine the types of arithmetic which children use and how they use it. Another fact, equally clear, is that children use a breadth of arithmetic, or "mathematics"—number, measurement, form, and position—in their activities.

Both outside of school and in school, children use *number* in all kinds of ways, in its cardinal, ordinal, and denominate senses. Kindergartners and first graders do a great deal of rote and rational counting, just for fun. They count by ones, twos, fives, and tens. In situations calling for computation, children of all ages use integers and the processes of counting, adding, subtracting, multiplying, and dividing. Their proportional use of these fundamental processes is not clearly established. They use a few fractions, and simple decimals when dealing with money and speed. How well they use number is not known.

Children are interested in *measurement*, "how much" of almost everything—money, time, speed, distance, weight, liquids; how big, how high, how far, how fast, how heavy, how long, what time, ad infinitum. They use denominate number in exchanging ideas, and in connection with activities which require actual measurement. They compare, estimate, and use instruments of measure. Among children of first and second grades, interest in and uses of measurement and of number are about equal. Among third and fourth graders, measurement exceeds all other interests and uses. Fifth and sixth graders show sustained interest in measurement; they use denominate numbers in simple computation.

Only two studies included form and position, but these show that children

are much interested in both the shapes and the positions of things.

The studies give a rough picture of children's interests in and voluntary uses of arithmetic in their in- and out-of-school activities. Trends are detectable, and clues suggested. We know too little about the children or the circumstances to make many implications. Teachers can, however, find out about the quantitative interests and quantitative behavior of the children in their own classrooms by setting up studies of their own.

Implications from Research

Taking what we do know of children's interests as a basis for further study, there are implications of ways in which school people could use children's interests to generate interests in learning arithmetic:

1. Recognize that children, from early years on, are becoming aware of the quantitative characteristics of their experiences—number, size, form, position; that they are endeavoring to understand these quantitative aspects; that they are learning the words and symbols which express these facts and ideas.
2. Provide all possible assistance to children in their efforts to think quantitatively and to communicate these facts and ideas.
3. Supply breadth of mathematical experiences in all grades, emphasize measurement in the grades where it is an all-out interest, and give attention to the development of understanding all along the line.
4. Take into account that children's needs for computation and their abilities to reason increase as they grow older, and match expectancies to the tempo of expansion of these needs and abilities.
5. Recognize that number, to be serviceable to children in thinking, communicating, and computing, must be sufficiently meaningful to them that they use it volitionally in their own real situations.

Arithmetic has been regarded as a skill subject, with high priority on computation. If it is conceded to be a system of thinking, of which computa-

tional skills are but one important part, the same procedures will apply to it as to development of meanings and of reasoning along other lines.

The processes which children use in developing quantitative concepts and skills are not clearly defined in arithmetical research, but clues support the suggestions just made. Research in child development suggests that the development of quantitative competence is interwoven with other aspects of development. To date, on the basis of research, we know very little about this.

The most significant implication from studies of children's interests in and uses of arithmetic is the importance of quantitative thinking and communication throughout childhood. Emphasis on concept development and quantitative communication might capitalize on children's interests, help children in school subjects in which quantitative thinking and communication are foundational, and assist them in other aspects of arithmetic. It would help children in learning to deal with abstractions in the three R's.

Arithmetic is not a separate language, but the quantitative aspect of language plus symbols for quantitative facts and operations. Understanding quantitative words precedes the understanding of their abstract arithmetic counterparts.

Among young children, quantitative expression develops as a normal part of language development. As they become familiar with the meanings of things, they gradually become aware of quantitative characteristics, as number, spatial relations, and size. At all ages, some children are more aware of quantitative characteristics than other children are, and deal with them more maturely. Research shows this (2, 7, 11, 21, 24, 26, 31). Observe children's quantitative behavior, listen to children, and you can prove it yourself.

The first years in school children are often expected to deal with abstractions in reading and writing and sometimes in arithmetic. This is too heavy a load for many of them. They need many concrete experiences, and much help from the teacher in discerning quantitative characteristics in these experiences. They need help with quantitative words and ideas, and ample opportunities to use these words and ideas in play activities, spontaneous talk, and interesting discussions.

Such experiences as trips to markets, airports, and post offices, the reproduction of such places in authentic play-worthy constructions, and the interpretation of the activities of the people through dramatic play, supply vivid quantitative perceptions and stimulate quantitative thinking (32).

First-grade teachers know that children are helped if their concrete quantitative experiences are related, recorded, and then read. They make experience charts every day. Children see in writing what they know and have tested in experience, and they recognize the written symbols for what they know aurally and orally. Later, they learn to write their own quantitative ideas. Notation is only one part of the writing.

Quantitative thinking and communication include more than listening-speaking, reading-writing. They include the use of such mathematical forms of communication as tabular forms, maps, graphs, and equations.

Concepts of form, position, and measurement are basic to thinking intelligently about spatial relations, speed, and other magnitudes; basic, also, to using globes, maps, and other means of communication. Do we supply enough concrete experiences as children progress through school and the load of abstractions gets heavier? Are we giving chil-

dren adequate help in measurement? Should third- and fourth-grade programs in arithmetic be examined to be sure we are not bearing down heavily on abstract number combinations during a period when children are most receptive to assistance in measurement and denominate number? What does the paucity of data on form and position mean?

Children in the lower grades use such tabular forms as calendars, tables of contents, schedules of daily programs, lists of "things we need," simple inventories, and tables in connection with their experiences. They are making maps with concrete objects when they lay out segments of small communities which they have constructed. These concrete maps are forerunners of pictorial maps, which are in turn forerunners of symbolic maps. Equations and formulae—mathematical sentences—should give little trouble if concrete experiences are translated into symbols often enough.

As children grow older, more and more tabular forms, maps, and graphs appear in the books which they are required to use. These books are also heavy with quantitative facts and ideas which require, in order to be comprehended, an ample background of concrete experiences and a meaningful quantitative vocabulary. Concept development and accurate terminology are lifelong tasks, but children need all the help they can use at their ages.

Research shows that children can understand arithmetic (1, 2, 3, 4, 22, 27, 33, 34). But—research stresses a longer period of concrete number experiences, and a more gradual transition into abstract number. It emphasizes that *the processes children use on the concrete and semiconcrete levels should be the processes which they will use when dealing with abstract number* (2).

Measurement is open territory in re-

search. However, since measurement is not a system as is the number system, but several systems, each with its own units and instruments of measure, this aspect can be handled in connection with children's activities.

Several attempts have been made to find ways of relating *number* to children's activities (14, 15, 16, 18, 32, 40, 41). Numerous researches have been made to find effective methods of teaching number (1, 3, 4, 5, 6, 22, 33, 34). Most of these have been made on the basis of existing grade placements and subject matter. No one has found satisfactory answers.

The underlying problem of helping children with arithmetic is not simply supplying interesting activities for children, but rather of using interesting experiences as a solid foundation for the development of understanding. We may find better going *if* communication and quantitative thinking are admitted into the curriculum as a legitimate function of arithmetic, *if* number ideas and skills are allowed to mature gradually, and *if* size, form, and position are admitted as partners of number.

The whole area of the development of quantitative abilities should be studied carefully, and on a long-term basis. Professional literature supplies promising hypotheses, which could and should be tested. Arithmetical research supplies many clues, but insufficient scientific evidence to settle such questions as how children learn arithmetic successfully, what to expect at different ages, or how success or failure in developing quantitative competence affects children's success or failure in other aspects of development. We need a teamup in research—between teachers who understand children and experts who understand arithmetic—to explore this aspect of child development.

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(Continued on page 346)

The Child in a World of Number

*"The time has come," the Walrus said,
"To talk of many things:
Of shoes—and ships—and sealing-wax—
Of cabbages—and kings—
And why the sea is boiling hot—
And whether pigs have wings."*

THE CHILD LIVES IN A PHYSICAL WORLD that is a great number of things. From birth he is confronted with a myriad of objects that not only differ from each other in some ways but are alike in many others. If the adult could see this world with the eyes of the child, he could only call it utter confusion.

Development is, in large part, a matter of bringing some order out of this confusion. An understanding of number better enables the child to accomplish this task. The question is: Does the child use methods that are appropriate for him? Or is he forced prematurely to adopt those ways that adults have found more convenient? What does the child do when left to his own devices?

How the Child Uses Number

The child soon learns that the many objects in his world have characteristics that enable him to see how they are different and how they are alike. This process takes place originally on a very personal basis; that is, the child first learns to identify objects in terms of their relationship to him. Very soon, for example, his mother takes on a distinctive quality because of the things she does for and to him. Here we find the beginnings of an understanding of unity, in

the sense of uniqueness. Somewhat later, perhaps, his father also becomes a figure in his own right, both by virtue of his appearance and his functions. It is only much later that the child can digest the fact that there are other mothers and other fathers, in some respects like his, in other respects, quite different.

As the scope and depth of his perceptions of his environment expand, he learns to identify more and more objects, both animate and inanimate. The impact of this highly personalized process is so great that even much later in the child's life we find him responding to new objects by relating them to these early experiences. If the five-year-old is given a number of blocks of differing sizes, he is likely to call the largest one a "momma" or "poppa" block, the smallest one a "baby" block. The identity of these objects has meaning then in terms of an early experience of discriminating in a quantitative world.

Even when the child has passed to the stage of using the number words themselves to describe a number of things, he is able to see such terms applied only to given objects and often only as they relate to himself. For example, a colleague was once quite disturbed to find that he could teach his young son to point to his own eyes and say, "One, two"; but he could not get the boy to apply that same enumerative process to his father's eyes. This present-day experience is much like the one told of a grandfather of several generations ago who asked his four-year-old grandson: "How many fingers have I got?" The boy answered, "I don't know. I can only count my own fingers."

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The young boy is given his first sack of marbles. First he is likely to react to the total array, with the very number of them a source of wonder and excitement. The child is certainly aware that there is more than one marble. Beyond that, he is not particularly concerned. Later he may take them from the sack one by one, perhaps saying as he does, "Marble, marble, marble, marble, marble." Of course, the boy may not actually say "marble" as he looks at each in turn, but his movements reflect the fact that he is thinking in this way. The process of discrimination does not take place only on the verbal level.

The next step seems to be one of becoming aware of the resemblances as well as differences among the objects in a group. For example, a marble becomes more than just a marble; it becomes another marble by virtue of the existence of the others in the bag. Then the verbal behavior may sound something like this: "Marble, another marble, another marble." Now it is not long before the child is able to return once more to the concept of the group of marbles as a whole. But what a change in his conception! The idea of a group of marbles rests now upon the appreciation that there are not only several but also that they all have some characteristic in common, a simultaneous awareness of both unit and group.

He can even see how two marbles can belong to the same family and yet be quite different from each other. He learns that it is possible to analyze and treat groups of other kinds of objects in the same way, *even when they do not belong to him or are not intimately related to him in any particular way*. Then subgroups of objects within the total become apparent by his bringing together marbles of the same size or of the same coloring. Yet he does not lose sight of

the fact that they do belong and will continue to belong to the larger group.

There is still incomplete comprehension of the group as an exact number of objects. For example, there may be several marbles missing from a relatively large collection without the child's being aware of the fact that the group is smaller by that number. Only when the number missing is large enough does he see that his collection is incomplete.

How the School Helps

The developmental process just described can proceed without the use of any vocabulary of number. It is unlikely that it will do so for there are always parents who teach the child at an early age the names of numbers and the counting process. Many a youngster can rattle off the numbers from one to ten repeatedly without an error. Even if the child is not actually taught some of the quantitative terms, he will hear other children using them and proceed to incorporate them into his own vocabulary. There is always, in stories at least, the girl who demonstrates her good manners and generosity by giving the "biggest half" of a piece of cake to her friend. One cannot conclude that these terms have any but the most rudimentary meaning for their speakers.

But often we are prone to take the existence of such words in a child's vocabulary as evidence that he is ready for formal training in arithmetic. It would seem wise to suggest, however, that this is not an acceptable measure of readiness. Rather it should be asked whether or not the child has learned the need for number.

We have said that the child lives in a physical world in which there are a number of things. Now we must point out that this is not equally true for all children. Some children live where there

is a relative scarcity of things; some live in the midst of plenty but do not know it. For adults sometimes undertake to oversimplify the world for young eyes. They arbitrarily dismiss many things as unimportant; they become intolerant of the child's immature ways of dealing with complexity.

But it is the child who has learned, in his own time and in his own way, to adapt to and handle this world of number who is most likely to grasp the meaning of the system of symbols, the number system, when he is introduced to formal arithmetic. The child must learn to discriminate. Giving him a system of terminology only facilitates the process which should be well understood on the nonsymbolic level. As in other areas of learning, the school must often foster

a development which previous experience, or lack of it, has not permitted.

Our early program in number development must sometimes be no more than giving to youngsters a wide variety of experiences with plurality, the kind that will stimulate the development just described. The child's discovery of the fundamental operations on this concrete level is then his own. In this way, we see to it that every child lives not only in a physical, but also in a psychological world of a number of things. He lives in a world which he has made and learns in ways that he has discovered for himself. To him, number operations on a more abstract level are only shortcuts to problem solutions which he can verify by recourse to earlier experience and learning.

What Do Numbers Mean to Us?

By EMMA N. PLANK

You will find that you are making use of numbers in many different ways, some of which you have not thought. But what does it mean to the child as he ventures forth on his first experiences into abstract number?

WE ARE APT TO BELIEVE, BECAUSE OUR culture is so largely based on industrial and administrative processes which entail mathematical concepts, that our children are naturally exposed to a stimulating number environment. While making a study on the development of number concepts in young children, I came up

against the question as to whether or not this is really so.

It is of course true that our civilization uses numbers much more widely than any civilization before us. The question is whether we have not developed the habit of using numbers excessively and in so many different ways that they become thoroughly confusing for the beginning school child. We use numbers for various purposes; three of them are outstanding: the use of numbers for computation, as ordinals (serial numbers), and for identification. This last use, historically the newest, is steadily gaining ground, and seems completely unrelated to mathematical concepts.

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Think for instance of a B-29. Every child knew this word during the war. But we did not stop to think that 28 designs were drafted preceding the 29th, thereby giving it its name.

Many numbers that the children encounter in their daily lives, particularly most of the large numbers, are of this type. Children meet them as names, not in their serial meaning. They are numbers used for identification purposes, and although they are derived from a serial order, this origin has become obscured. Telephone numbers, car license numbers, and library book numbers are cases in point. Some sequence is still to be found in our house numbers, but the block system and our habit of pronouncing a number with disregard to place value ("three-seven-one" instead of "three hundred seventy-one") again prevent natural insight into the value of numbers. Floors, and often streets, are numbered serially—though the child will often look in vain for 13th street and 13th floor. He will find a fairly clear series on a calendar and in the pagination of a book. Clocks and watches frequently have few or no numbers on their dials. How little attention is often paid to the instructional value of the number environment can be seen from the fact that many of the foot rulers which school children use have eleven as the last printed number on them.

In handling tools for computation—money, measuring tapes, rulers, and scales—we again miss the clear relation between number and value. Our coins certainly do not help to establish that relation. In contrast to coins of some other countries, none of our coins bear the value in digits, and one has to search for the words denoting its value (which, incidentally, is not used consistently: one cent, five cents, one dime, quarter dollar). Our mechanized scales do not

allow the child to see the relationship between the actual weight and its mathematical expression, which the older types of scales with weights did.

We are not expected to have a quick grasp of number concepts any more. This was brought home to me by an amusing failure in trying to use a teaching device. Margaret Drummond in her book *The Psychology and Teaching of Number* mentions the use of playing cards to clarify and check the concept of numbers in groups, and to offer an incentive for adding. The idea appealed to us; we got a deck of cards, only to find that the number symbols were also printed on the cards, thereby making them useless as a teaching device for the understanding of grouping units. Only after getting hold of a European set could this number game be tried.

Some time ago a contest between a Japanese clerk working with an abacus and an American soldier operating a calculating machine made headlines. Pvt. Wood, shaking hands after acknowledging his defeat, said, "I'll take the electric calculator, though. All you have to do is feed numbers into it and let it do all the work." Could it be that just this detachment from the understanding of the underlying processes is what is wrong with our appreciation for arithmetic?

How many of your friends, especially those with an artistic touch, pride themselves on not being able to "do arithmetic?" We do not find educated people who would think that it adds interest to their personality if they couldn't read or write well. There is a definite ambivalence in our relation to number. Many adults still move their lips while computing—showing their effort and tension; while none of them would do so while reading. People who got their first instruction in arithmetic in another lan-

guage will almost invariably fall back to computing in their native tongue when under the stress of wanting to do good work, though they talk and think in English all the time.

Many a housewife with a college education who wants to change the quantity of a recipe gets hopelessly entangled. They confess that they never could understand how in multiplying a fraction by a fraction you actually divide.

All this shows that there is a confusing discrepancy between our highly technical culture demanding profound mathematical understanding from many people, and an uneasiness in dealing with number in many adults as well as children, who have not found direct relationship to this kind of abstraction.

The child entering school has a keen awareness of quantitative relationships and is deeply interested in finding them out for himself. Only our own discomfort in dealing with number brought us to theories designed to avoid the establishment of relation between concrete experiences and those bridging to abstractions. The teacher of young children who is convinced of the necessity for insight and meaningful learning begins to ask himself whether the mechanization of our culture is not detrimental to the understanding of number. Do the shortcuts we use in our daily life confuse rather than simplify?

One big stumbling block in attempting to make number meaningful is the lack of relationship of the teachers themselves to mathematics. Many good primary teachers have suffered from the shortcomings of the formal training they had to go through as children, and teach arithmetic only because they have to. They have never learned to be fascinated by relationships and patterns of numbers.

The other night I spent some time in the company of a distinguished teacher



Courtesy, Chicago Public Schools

Want to change the quantity of a recipe?

of young children who was interested in a study I had made. In leafing through the pages, she got so intrigued by certain aspects that she tried some suggestions in a kinaesthetic form on the spot, and got thorough enjoyment of seeing a pattern she had not thought of before. This is the spirit a teacher has to develop to appreciate the enjoyment that comes to children in discovery through experimentation.

The following poem by a nine-year-old boy whom I taught some years ago expresses what arithmetic can mean to children:

I like numbers.

I like to add, multiply, and subtract, and I like to get everything exact.

I like to find out how to do new things with numbers.

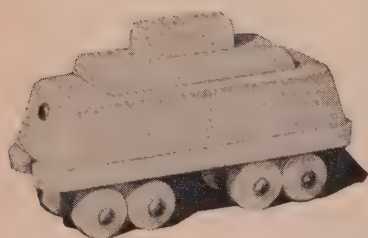
I get a feeling of knowing something new;
I feel like Pythagoras felt

When he invented the tables.

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NEWS and REVIEWS

News HERE and THERE . . .

By FRANCES HAMILTON

New ACE Branch

Inter-District Association for Childhood Education,
Los Angeles, California

New State Association

Louisiana Association for Childhood Education

Life Member

ACEI welcomes Lorene K. Fox, Flushing, New York, as a life member.

Change

Joyce Cornish-Bowden, director of the Nursery School Association of Great Britain, with headquarters in London, England, has resigned to become head of the Junior School of Havergal College, Toronto, Ontario.

ACEI Memorial Endowment Fund

To honor the memory of Paula Assenheimer, a former Board member of ACEI, the Milwaukee Kindergarten Association, the Milwaukee County ACE, and the Wisconsin ACE have joined together in presenting \$100 to the ACEI Memorial Endowment Fund. Miss Assenheimer's name will be entered on the Roll of Honor at headquarters and a sketch of her life will be added to the Book of Remembrance.

Permanent Headquarters for ACEI

The search continues for property in Washington, D. C., that would provide suitable permanent headquarters for ACEI. Prices of real estate and zoning regulations present real problems. In the meantime, individuals and branches are remembering the Association's needs and are sending contributions to the building fund. Each month the *ACEI Branch Exchange* carries a detailed report of gifts to the fund. The total amount reported in the January *Branch Exchange* was \$5949.10. Since that report, a member from Georgia visited the ACEI office and gave \$62.50 to the building fund; the Cincinnati ACE, in honor of Mary Leeper, has sent a check for \$25.

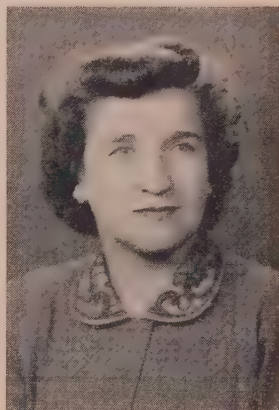
Gifts to the building fund, no matter how small or large, will be gratefully received and

will draw interest until suitable property can be found. When ACEI moves into its permanent headquarters, every member should be able to say, "This is *my* headquarters and I have had a real part in making a dream come true."

New ACEI Associate Secretary

Erma Noble of Grand Rapids, Michigan, will join the staff of ACEI headquarters on July 1, 1953, as an associate secretary.

Miss Noble will have responsibility for many details of the work concerned with branches and will participate in various activities of the Association. Through her work in the Kindergarten-Primary Club and the Later Elementary Teachers Club of Grand Rapids and as Michigan State ACE president, she is well qualified for her position at headquarters.



Erma Noble

Miss Noble has her A.B. degree from Western Michigan College of Education and her master's degree from Teachers College, Columbia University, New York City. At the present time she is a teaching principal at the Kensington School in Grand Rapids.

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New ACEI Membership Bulletin

Science for Children and Teachers, the new ACEI membership bulletin, describes the kind of science program children need and provides a variety of suggestions about equipment and use of materials.

Herbert Zim, professor of education, University of Illinois, is the author. He has written many books for children and is a well-known authority in elementary science. Classroom teachers, elementary consultants, science specialists, camp workers, and church school people will find this bulletin helpful.

On February 15 this 1952-53 membership bulletin was mailed to international members

and to officers of branches. Others may order from the Association for Childhood Education International, 1200 15th St., N.W., Washington 5, D. C. Pp. 56. 75¢.

ACE Groups Serve Their Communities

At a recent meeting of the Victoria, B. C., ACE there was discussion of what an ACE children's room in the Art Center of the Greater Victoria District could offer to children and what responsibilities would have to be assumed in making such a room possible. Following the discussion, the Victoria ACE chose for its major project of the year the establishment of the children's gallery at the Arts Center.

It was determined that the ACE branch would: 1) furnish and equip a room for children; 2) arrange children's programs for storytelling, painting, music—choral work, music appreciation, rhythm band—puppets, clay modeling; 3) assume the following responsibilities:

- financial—decorating and equipping room; supplying expendable materials for art work from time to time.

- supervision—members to conduct or supervise certain activities to be carried on in the Children's Room after school hours or on Saturdays.

In the Philippines, the ACE group of the Manila area is giving special attention this year to science. A science conference has been held and ACE members have written of their own science experiences with children. These experiences, so that they may be shared with many teachers in the Philippines, have been printed in a bulletin, *Science and the Children*. It contains such articles as: "Science Resources at Your Door," "Science Experiences and Our Fishing Industry."

Conference on the Role of Foreign Languages in American Schools

On January 15 and 16 a conference was called by Earl J. McGrath, U. S. Commissioner of Education, to consider the role of foreign languages in American schools. The purpose of this meeting was to discuss whether foreign language study can be introduced on a voluntary basis in elementary schools and how it could be done. Four discussion groups considered questions raised in these areas: aims and objectives, the curriculum, administration, and teacher education.

ACEI was represented at this conference by

Erna Christensen, Executive Board member, and by Constance Carr, editor.

Child Education Foundation Scholarship

The teacher education department of the Child Education Foundation announces a full tuition scholarship of \$750 to be awarded annually to a candidate in need of financial assistance who shows exceptional promise and who possesses the special qualities necessary for a teacher in early childhood education and whose scholastic and personal record is outstanding. The primary purpose of this award is to encourage more students of high caliber to enter the field of early childhood education.

Write for application forms or additional information to: Chairman, Teacher Education Department, Child Education Foundation, 535 E. 84th St., New York 28, N. Y.

Play Schools Association Booklet

What is a Good Play School?, a booklet published by the Play Schools Association, outlines in concise form what it takes to develop and maintain an effectively functioning center. Procedures, program, materials, personnel, space requirements, health and safety are included in the pamphlet.

The publication is designed to be helpful to those who live and work with children. It will be of particular interest to teachers and leaders in schools, day care and community centers, housing developments, hospitals, and children's institutions. Parents who are interested in supervised play programs for children will find the publication of value. Order from Play Schools Association, 119 West 57th St., New York 19, N. Y. Pp. 15. 25¢.

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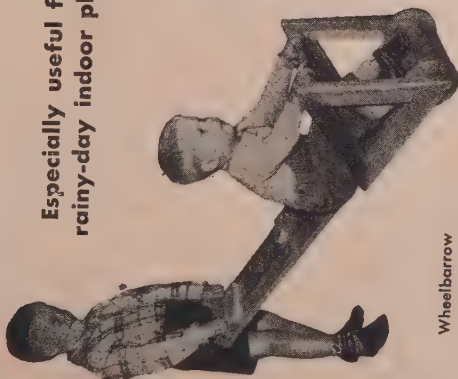
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ACEI Materials Abroad

By MAMIE W. HEINZ
Associate Secretary, ACEI

In 1951-52 educational materials were prepared by the Association for Childhood Education International at the request of the United States Department of State to be used in 20 countries of the Middle, Near, and Far East and in two countries in Europe. Mildred Thurston of the Laboratory School of the University of Chicago, Chicago, Ill., directed the project. Margaret F. Stone of Washington, D. C., was assistant director. Thrilling accounts of the reception of these materials are now coming from the U. S. Information Centers in many of these countries. Photographs from some of the Centers show the interest of adults and children in the materials, books, and the series of pictures which illustrate good education for children seven to twelve years of age. From Malaya comes the statement, "The items provided obvious regard and respect as they were mulled over by the group for *three hours*."

Who Attended the Exhibits?

In Hong Kong, during a two-day showing, 200 educators, newspaper men, and department store executives viewed the materials identified by large signs printed in English and Chinese. The exhibit was later presented to a teacher training college where it continues to be used.

In Ceylon, a crowd of 400 piled into the exhibit hall during a one-day rally which centered around the promotion of small industries and cooperative societies. The librarian was kept busy answering questions about the toys, tools, and craft materials. At another meeting in Ceylon there were approximately

900 visitors including principals, teachers, parents, members of the diplomatic corps, officials of the Department of Education, students and teachers from the University. The U. S. Information Center reports that "today, four weeks after the exhibit, we are still answering questions about the materials."

A special group of teachers in Malaya—300 in number—examined the materials.

In Rangoon there were many showings of the exhibit. Over 400 parents, most of them influential government, army, and navy officers, and wealthy business men and their wives, observed children using the materials. At another time local toy manufacturers,

teachers from Government Jail Industries, handicraft schools and high schools with workshops saw the exhibit. They were "impressed with the simplicity and sturdiness of the toys and by the many educational possibilities of each object." During a week of demonstration over 5000 parents and teachers indicated "a wide and awakening interest in the modern educational methods of child education." At the Burma-American Institute in Rangoon, 3812 persons attended the exhibit in spite of monsoon rains.

In Tehran "college professors, teachers, student teachers, and members of the Ministry of Education were represented in an audience of 2551." In Iran "over 1000 teachers, educational administrators, professional educators in government service attended one or more of the programs presented in connection with the exhibit."

In Cairo, Egypt, there was a two-week exhibit which was attended by representatives of the Ministry of Education, the educational institutes, and other school groups.

Use of Exhibits

In Rangoon a school arranged to have children use the materials while parents visited the exhibit. Teachers and the library staff were on hand to explain to parents the value of such activities. A special booklet on parent-teacher cooperation written in English and Burmese contained some pertinent facts taken from some of the pamphlets included in the exhibit. These were given to the parents attending the program. Parents and teachers were encouraged to select one or two books to borrow for further study at home. The library staff encouraged teachers to assemble science kits from local materials. A special preview of the exhibit was held for editors of various papers. Five newspapers carried press coverage of the program. Posters printed in English and Burmese were displayed in reading rooms and in public buses.

Some centers provided mimeographed bibliographies indicating which books in the display were available in the libraries. Mimeographed extracts from the bulletin *Helping Children Live and Learn* were distributed.

In Iran a director of a school for the blind became interested in producing similar toys for use in his school.

Comments Made

Ceylon. Village people rarely away from their areas were impressed by the endeavors



Rangoon, Burma

to make friends and to provide help on a variety of problems.

Rangoon. The children were eager to use the materials. Their parents were proud of what their children could do. Bringing together parents of wide variety in racial, financial, and social background illustrated practical democracy. There was the neat, but plainly dressed Burmese mother, the very conservative Burmese father with his hair in a knot on top of his head, the old Indian grandmother, the proud Chinese father, the richly gowned wives of Ministers.

Iran. News of the exhibit traveled quickly through the children who used the materials. Those who attended the exhibit were impressed by the teamwork portrayed between parents, teachers, and pupils. This impression alone made the project worth while.

The practicality of the books, toys, and other aids and splendid illustrations of education in a democracy will help those responsible for schools to be alert to the danger of teaching which destroys individual thinking.

Benefits Continue

In all the 22 countries, teachers, parents, and others are eagerly using these demonstrations and exhibits to learn better ways of educating their children. As one report indicated, "exhibits like this lend themselves to practical demonstration programs, so that educational leaders, parents, student teachers—all may observe that learning, to be most beneficial and effective, must be a sharing of experiences, a democratic process."

ACEI is glad to have participated in this project which demonstrates cooperation of many and continues to provide learning experiences for all of us.

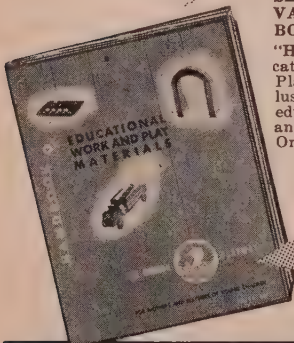


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Books for Children . . .

Editor, VERA PETERSEN

WORDS ARE FUNNY. By Alice Salaff. Illustrated by Vera. New York: Doubleday and Co., Inc., 575 Madison Ave., 1952. Pp. 93.

\$1.50. Teachers in the primary grades who do not have a copy of *Words are Funny* to share with their children are missing much merriment. Decorated by the eminent textile designer Vera, this attractive little volume displays real buffoonery with words. There are riddles, word games, puzzle rhymes, and mirror games to delight the young and prickle their thinking.

APE IN A CAPE. By Fritz Eichenberg. Illustrated by the author. New York: Harcourt, Brace and Co., 383 Madison Ave., 1952.

Pp. 26. \$2. Those of us who have observed the craftsmanship and artistry with which Fritz Eichenberg has illustrated fine editions for older boys and girls and for adults have long hoped he would make a book for younger children. And that he has now done in an alphabet of odd animals which he conjured up for his own small son!

There is a gusto to the brief lines of text

Ape in a cape
Bear in despair
Carp with a harp
Dove in love

that will delight the ever-chanting three- to six-year-olds. The illustrations make a frolicsome picture book just for looking. It is regrettable however, that more paper was not used in order that each picture could have been alone with a blank page facing it, as is the case with the A and Z illustrations.

A durable quality of paper has been used in this book which is sure to get a great deal of wear.

We are looking forward, Mr. Eichenberg, to more of your picture books!

MAYBELLE THE CABLE CAR. By Virginia Lee Burton. Illustrated by the author. Boston: Houghton, Mifflin Co., 2 Park St., 1952. Pp. 42. \$2.75. Virginia Lee Burton is an expert in blending for children the history of mechanical progress and the person-

(Continued on page 338)

**Social
Play..
Dramatic
Play..
MORE
Play..
with the
Big Hollow..**

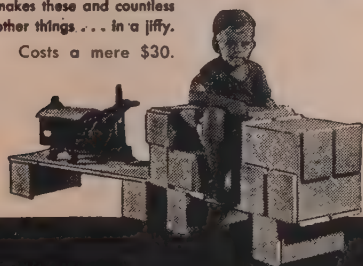
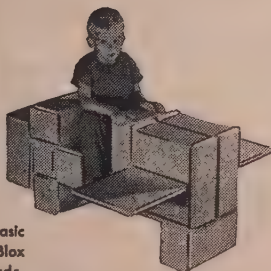


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Books for Children

(Continued from page 336)

ification of man-made structures. First there was a steam shovel (*Mike Mulligan and his Steam Shovel*, Houghton, 1939), then a house (*The Little House*, Houghton, 1942), a snow plow (*Katy and the Big Snow*, Houghton, 1943), and now a cable car.

Maybelle, one of the few remaining San Francisco cable cars, seemed doomed to extinction until "The Citizens' Committee to Save the Cable Cars" was formed. There was promoting, petitioning, and parading—and finally a referendum which settled once and for all the good fate of Maybelle.

Though the children of the San Francisco area are sure to claim this book as their very own, kindergarten and primary children all across the country will be interested in Maybelle, a cable car with so much personality.

The format of the book is up to Miss Burton's usual high standard. She designs her illustrations with an excellence of rhythm and she insists that the text be placed so as actually to become a continuation of her drawings.

BUFFALO BILL. By Ingri and Edgar Parin d'Aulaire. Illustrated by the authors. New York: Doubleday and Co., Inc., 575 Madison Ave., 1952. Pp. 40. \$2.75. It is a joy each year to discover what new book the d'Aulaires have made for us. This time is no exception, for in *Buffalo Bill* we find an exciting story, well-executed lithographs, and that delightful sense of humor which the d'Aulaires convey in both story and picture.

Everything about *Buffalo Bill* that would interest a child seems to have been included in this wonder-filled account of his life—his early childhood in the midst of the Kickapoo Indians, his growing up and learning to look after himself on a frontier where there was no law and order, his association with Kit Carson, his adventures riding the Pony Express, his unchallenged superiority over anyone in the killing of buffaloes, and his production of and touring with his famous Wild West Show.

For listeners from five to readers of ten, who clamor for more cowboys and Indians—here is a real treat!

(Continued on page 340)

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Books for Children

(Continued from page 338)

THE NOON BALLOON. By Margaret Wise Brown. Illustrated by Leonard Weisgard. New York: Harper and Brothers, 49 E.

33rd St., 1952. Pp. 30. \$2. It is with regret that *The Noon Balloon* is reviewed—regret that this is the last work of that young author who has given us such fine stories as *The Runaway Bunny* (Harper, 1942), *A Child's Good Night Book* (W. R. Scott, 1943), *The Little Island* (written under the pseudonym Golden MacDonald: Doubleday, 1946), *Wait Till the Moon is Full* (Harper, 1948), *Two Little Trains* (W. R. Scott, 1949), and others.

The Noon Balloon is the progression of a mood. It is a fantasy, floating along at exactly the pace of a balloon. Leonard Weisgard has drawn exquisitely-textured illustrations in perfect harmony with the story.

Perhaps *The Noon Balloon* is a kitten's dream as he purrs and sleeps by a friendly fire. One does not know. But each who is intrigued by Margaret Wise Brown's words will ride along in the Noon Balloon—for it is a compelling experience.

Once there was a little cat.

The
mice
were
after
him.

So he went up in the Noon Balloon. He thought, "I will float away to a land where no mouse squeaks, where tall trees with pine needles prick the sky and the air smells sharp and sweet."

Choice words like these increase one's sensitivity to sight, sound, and smell.

Then—
the sky grew darker.
And the thunder clapped about him.
Great gold lightning
split the sky.

Why had he ever been afraid of mice?
Dark purple clouds bumped into him
and burst into cold wet rain.

The subject and spirit of the book seem to destine it for quiet story times in the nursery and kindergarten, but because Margaret Wise Brown did *not* write down to children such lines as these will also be cherished by those of riper years.

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This Spring: Of basic interest to every teacher is our new ABOUT BOOKS FOR CHILDREN by BESS PORTER ADAMS, *University of Redlands*. It covers children's literature from the earliest (Aesop's Fables) to modern times. It discusses the specific problems of each age group, its interests and educational needs. Studies of fiction and nonfiction, history and geography, science and fantasy are included. In fact, everything that needs to be is included. The illustrations are handsome. Ready in April, approximately 512 pages, probably \$4.00.

And bear in mind these recent and important titles: CHILDHOOD PROBLEMS AND THE TEACHER (\$3.95) by Charlotte Buhler, Faith Smither, and Sybil Richardson; the revised edition of Emma D. Sheehy's THERE'S MUSIC IN CHILDREN (\$2.25); BUILDING MATHEMATICAL CONCEPTS IN THE ELEMENTARY SCHOOL (\$3.75) by Peter L. Spencer and Marguerite Brydegaard; EVALUATION AND THE ELEMENTARY CURRICULUM (\$4.20) by Harold G. Shane and E. T. McSwain; and Horace B. English's CHILD PSYCHOLOGY (\$5.25)

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Books for Teachers . . .

Editors, WINIFRED E. BAIN
and MARIE T. COTTER

THE ENGLISH LANGUAGE ARTS. *By the National Council of Teachers of English. Commission on the English Curriculum. New York: Appleton-Century-Crofts, 35 W. 32nd St., 1952. Pp. 501. \$3.75.* The committee has rendered classroom teachers an invaluable service through this study. A statement of goals reminds us that aims remain the same but the need for rethinking about procedures and effective use of present day means of communication is essential.

The importance of developing discrimination in the use of materials is stressed. Quality of participation rather than amount is the plea. Listening and reading with the sincere desire to understand the feelings as well as the meanings of the speaker or writer are skills needed to enable individuals and groups to build democratic societies.

The authors view standardization in schools as a stumbling block to growth in the ability to use language. Systems of reading, tests, and even our grouping for instructional purposes are questioned and shown to have little basis for existence in the light of what we know about the growth and development of human beings. The continued use of outmoded procedures seems to reflect complacency on the part of educators rather than alertness to the interests of children. Recent research is given as reference to show that we are not doing as well as we know.

The English Language Arts is a book for all teachers from preschool through college. Continuity of growth is shown and ways of stimulating it suggested in a challenging manner.

The succeeding four volumes in the series which promise to discuss at length language arts in the elementary school, secondary school, college, and the preparation of teachers in this area should round out a valuable set.—*Reviewed by* BERTHA L. STONE, *Wheelock College, Boston.*

IN SEARCH OF SELF. *By Arthur T. Jersild. New York: Bureau of Publications, Teachers College, Columbia University, 1952. Pp. 141. \$2.75.* People will find this book stimulating. It is directed to readers who are

interested in children and have responsibility for them. Dr. Jersild holds the point of view that the most important task in child guidance is to help the growing person to understand and accept himself; to learn to face and understand and to deal constructively with the realities of his life.

The author first clarifies his point of view about the self and its functions and then quite briefly analyzes the results of a research project in which some three thousand students ranging from fourth grade through college wrote compositions on the topics "What I like about myself," and "What I dislike about myself." The account of concepts used by the children in self-evaluation such as: relationships with the opposite sex, home and family life, religion and the like are interesting and somewhat revealing. They do more, though, to stimulate further study than to prove a point or mark a trend. At this time the tentative nature of the report is to be commended.

Dr. Jersild goes on positively to recommend that teachers and parents take into consideration the importance of the self-concept and that they use the psychological insights they can obtain in their work to aid children in more adequate self-realization and through

it a more constructive approach to the realities of life.—W.E.B.

THE USE OF RESOURCES IN EDUCATION.

By Elsie Ripley Clapp. Introduction by John Dewey. New York: Harper, 49 E. 33rd St., 1952. Pp. 333. \$4. Miss Clapp gives vivid and intimate accounts of her work in two strikingly different rural schools (1) for five years as Principal of the Roger Clark Ballard Memorial School in Jefferson County, Kentucky, a county school of families long established in the community who lived largely the kind of life their forefathers had lived and (2) for two years as Director of the Arthurdale School and Communities Activities on the homestead set up by the Federal Government for the rehabilitation of families that had been stranded in the abandoned coal mines in West Virginia.

Miss Clapp's thesis that the school should be an integral and functioning part of the community and, therefore, that its resources be utilized in the educative process, is convincingly developed. She stresses the need for education as a living process, enabling the learners, both children and adults, to under-

(Continued on page 344)



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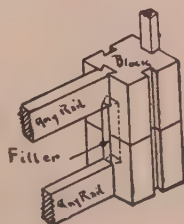
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Books for Teachers

(Continued from page 343)

stand and develop the resources they have and use daily. Miss Clapp does not isolate the problems to education in the narrow sense of the term since the schools in both cases served as centers for community activities for all persons regardless of age and worked toward solutions to all problems including those in the health and social areas.

The author stresses the importance of the school staff living in and being an integral part of the school community and of developing neighborly relationships with its people for the mutual understanding and benefit of teachers and families. A genuine respect for and understanding of its people is apparent throughout the book. All persons in the community are learners together, Miss Clapp reiterates, and mutual sharing and cooperative spirit are essential to the educative process.

One feels that Miss Clapp is essentially a person with joy in living, with courage, vision, imagination, fortitude, and optimism, one who is undaunted by the frustration, red tape, edicts, directions, and rescindings which she

experienced in her work. She appears to have an appreciation of all people and the ability to understand and work positively toward helping them.

Although the material dates back to the late 1920's and the early 1930's, including the lowest ebb of the depression years, Miss Clapp, as an exponent of the John Dewey philosophy, brings a point of view in education that can be applied to living today.—*Reviewed by LILLIAN GEHRI, Wheelock College, Boston.*

RECIPE FOR A MAGIC CHILDHOOD. By Mary Ellen Chase. New York: Macmillan, 60 Fifth Ave., 1952. Pp. 22. \$.75. Miss Chase's beautifully bound little book contains indeed the formula for a magic childhood, delightfully set down. The formula contained these ingredients: a father whom she could hardly remember without a book in his hand; a young mother who still found time to read among the countless chores on a Maine farm in the 1890's; and a definite time each day when these parents shared with their four children "their own enthusiasms and values in books." There developed as the years passed a deepening family devotion to reading which

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clearly confirmed the theory that "there is no substitute for books in the life of a child."

Here are offered some enviable glimpses of a writer's childhood. The mornings when the four children sat reading on the bench-like top of the old secretary, far above the cold drafts that often swept through the kitchen, must have been wonderful ones. Yet, in the book too, the author offers sound advice for meeting the challenge of today's mechanical devices which seem to be drawing children farther and farther away from books.

You will want to note more than once her comments on reading for children. Each time you will find new beauty in the language which has come in part from Miss Chase's childhood devotion to books. But with each reading you will also renew your faith that the recipe for her childhood, a magic one indeed, can be just as successful with today's children.—M.T.C.

STORIES TO DRAMATIZE. By *Winifred Ward*. *Anchorage, Kentucky: The Children's Theatre Press, 1952. Pp. 400. \$4.75.* To fulfill the felt need of the many hundreds (Continued on page 346)

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Books for Teachers

(Continued from page 345)

of teachers who have studied at the feet of Winifred Ward at Northwestern University and in teachers' workshops throughout this country, Miss Ward has made a collection of stories and poems especially suitable for dramatization. Of course, the stories and poems may be read or told or dramatized.

In her many years of work with children and teachers in this field, she has always preferred to use "good literature." This collection is, in her own words, composed of the "best from classic and modern literature."

The book is intended to be used with her text on *Playmaking with Children* (New York: Appleton-Century-Crofts, 1947) or a similar book. For the teacher not well grounded in creative dramatics, she has included a short but helpful section on how to use creative dramatics.

The book contains an excellent collection of good materials and is a valuable addition for every professional library for elementary teachers—Reviewed by BETTY BOBP, *Wheelock College, Boston*.

Research In Arithmetic . . .

(Continued from page 324)

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37. Wahlstrom, E. L. "Computational Arithmetic of Social Experiences of Third Grade Children," *Journal of Educational Research* (Oct. 1936), 30: 124-29.

38. White, Helen M. "Does Experience in the Situation Involved Affect the Solving of a Problem," *Education* (April 1934), 54:451-55.

39. Willey, Roy De Verl. "A Study of Uses of Arithmetic by Pupils of Selected Elementary Schools in Santa Clara County, California." Unpublished doctoral dissertation, Stanford University, 1940. Pp. 212.

40. Williams, Catherine M. "Arithmetic Learning in an Experience Curriculum," *Educational Research Bulletin* (Sept. 14, 1949), 28:154-168.

41. Wilson, Guy M. "New Standards in Arithmetic: A Controlled Experiment in Supervision," *Journal of Educational Research* (Dec. 1930), 22: 251-60.

42. Woody, Clifford. "Arithmetical Backgrounds of Young Children," *Journal of Educational Research* (Oct. 1931), 24:188-201.

43. Woody, Clifford. "Knowledge of Arithmetic Possessed by Young Children," *Bulletin of the School of Education* (Indiana University) (July 1930), 60:50-85.

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AMERICAN HARVEST. *Produced by Jam Handy Organization, 2821 E. Grand Blvd., Detroit, 1952. Color, free loan. 30 min. 16 mm. Sound. Sponsored by Chevrolet Motors. For intermediate grades and above.* Motion picture story of production with emphasis on automobiles. Highlights newest developments in mechanization of agriculture, commerce, and industry. Shows activities of farmers, ranchers, miners, lumbermen, chemists, and skilled workers of large industry. Stimulates a deeper appreciation of American accomplishment and changing modes of community life.—*Great Plains Film Review Center.*

GREAT EXPLORERS SERIES. Set No. 2. (6 filmstrips). *Produced by Young America Films, 18 E. 41 St., New York, 1952. Color, \$30 complete set; \$6 each. 35 mm. Silent. For elementary and junior high. Filmstrips*

are titled: *Christopher Columbus; Hernando De Soto; Sir Francis Drake; Francisco Coronado; Samuel Champlain; Henry Hudson.* Each discusses an explorer who is important in our history, portraying his life and his deeds, and points out how his exploits influenced the development of our nation.—*Southwest Film Review Center.*

FOLK TALES FROM MANY LANDS. (6 filmstrips). *Produced by Young America Films, Inc., 18 E. 41 St., New York, 1952. Educational collaborator: Marion C. Thiesen, Board of Education, New York City. Color, \$30 complete set; \$6 each. 35 mm. Silent. For elementary and junior high school.* The filmstrips include *Clever Manka* (Czech); *Five Chinese Brothers* (Chinese); *The Goose Girl* (German); *Gudbrand-on-the-Hillside* (Norwegian); *Pinocchio* (Italian); and *The Tinker and the Ghost* (Spanish). The stories are well told with stringless puppets re-enacting the story. Each story has been selected especially for its contribution to children's literature.—*Southwest Film Review Center.*

(Continued on page 348)

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Films Seen and Liked

(Continued from page 347)

GOLDEN BOOK SERIES. Set No. 5. (8 filmstrips). Produced by Young America Films, Inc., 18 E. 41 St., New York, 1952. Color, \$23.75 complete set; \$3.90 each. 35 mm. Silent. For kindergarten and primary. These filmstrips are adaptations of Little Golden Books. They include the following titles: *Christopher and the Columbus*; *A Day at the Beach*; *The Kitten's Surprise*; *The Little Boy With a Big Horn*; *Pets for Peter*; *The Tawny Scrawny Lion*; *What If?* and *Wheels*. Each filmstrip is designed to be used independently or in combination with the book.—*Southwest Film Review Center*.

PRIMARY GRADE ART SERIES. (6 filmstrips). Produced by Young America Films, Inc., 18 E. 41 St., New York, 1952. Educational collaborator: Maude Ellsworth, Univ. of Kansas. Color, \$30 complete set; \$6 each. 35 mm. Silent. For kindergarten and primary. These six color filmstrips cover the subjects: *Finger Painting*, *Cutting and Past-*

(Continued on page 351)

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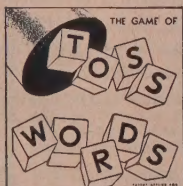
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Films Seen and Liked

(Continued from page 348)

ing, Water Color, Painting, Clay Modeling, and Drawing. They are designed to stimulate children's interest in art activities and to guide teachers in techniques. Good suggestions for sources of materials.—*Southwest Film Review Center.*

FIRST LESSONS. *Produced for Mental Health Film Board by Knickerbocker Productions; order from International Film Bureau, 57 E. Jackson Blvd., Chicago, 1952. Black and white, \$85. 21 min. 2 reels. Sound. For adults.* The film shows second-grade children in typical situations with teacher sensitive to their behavior problems. It illustrates how one child's home problems can affect the whole classroom climate. Teacher's efforts to help children understand the reasons for their own behavior are well presented. When film is shown a good group leader is needed to channel group thinking along constructive lines.—*Great Lakes Film Review Center.*



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Over the Editor's Desk

To Look for in Denver—

Wanda Robertson, University of Utah, Salt Lake City, and member of the Editorial Board, stopped in during the Christmas holidays. She told a story from the ACEI Conference which was held in Salt Lake City in 1949. It made us think of another reason for going to Denver.

A midwestern teacher was visting in a first-grade room that had a lovely picture window and view of the Rocky Mountains. The visitor was delighted and said, "You know I have never seen the mountains before."

A wise little first grader spoke up, "You haven't? They have been there for ever and ever."

Something to Watch For—

Some of us had the opportunity of talking to Arthur D. Morse, a free lance author, as he was gathering material for two articles. We were impressed with his good questions, his own personal concern in the problems, and of course his topics.

He sent us a carbon of "Danger in Our Nursery Schools" which deals with lack of adequate supervision by agencies throughout the United States. It was good reading.

You, too, can read it in the March issue of *Today's Woman*.

Recommended Reading for the Editor and . .

A letter from Margaret Kirkpatrick, supervisor of art education, Sussex County, Delaware, and a member of the Editorial Board, included a review of a book for children which we found worthy of her praises.

"I am eager to share a book with you so am sending it on loan. It is *The Story of India* by Jean Bothwell illustrated by Jeanyee Wong and with photographs. New York: Harcourt Brace and Co., 161 W. 16th St., 1952. Pp. 180. Price \$3.

"Read the first page and you will want to read all that follow. The text and visual appearance are both excellent. It is a book nice to hold in the hand and when you open it, just anywhere, you will hear temple bells ringing or ankle bells tinkling, and you will smell the fragrance of gardens, of flowers, of spices, and of herbs.

"It is a good book for reading aloud, filled as it is with figures of speech that will appeal

to children and adults as well. And it is excellent reference material in these times when India and Pakistan are so often in the news."

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Is your community considering taking advantage of the FCC reservations of channels for non-commercial educational television? The next few months are crucial—the channels are reserved until June 2, 1953. Community-wide planning as well as immediate action are called for.

To Share That Warm Feeling

In the December issue of *CHILDHOOD EDUCATION* we used an unsolicited manuscript which we thought fit the topic very well. Then we received a carbon copy of a letter that had been sent to the author—the genuine appreciation is worth sharing further: Dear Miss Nulton:

May I congratulate you on your especially well-written article "That Silent One," appearing in the current issue of *CHILDHOOD EDUCATION*.

For the philosophy upon which it is based, the beauty of its expression, and above all the simple yet specific approach which disarms all objectors, it is most outstanding.

I am glad you wrote it, and that *CHILDHOOD EDUCATION* published it.

Truly yours,

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A recent letter had a delightful account of inservice growing that is unscheduled in administrative offices.

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